



Castleton C of E Primary School

Early Years Foundation Stage Policy (EYFS)

December 2018

As a Church of England School the ethos of our provision is underpinned by Christian values.

Legal Framework

This policy gives due regard to statutory legislation:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018

This Policy gives due regard to the statutory guidance:

- DfE 'Statutory Guidance framework for the early years foundation stage'
- DfE (2018) 'Keeping Children Safe in Education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) prevent Duty

This policy gives due regard to the statutory guidance:

Introduction

We fully recognise the importance of early year's experiences as being the vital foundation for lifelong learning. We believe that a learning environment that is motivating, exciting and caring, contributes to the children's positive self-esteem and ensures a positive attitude to exploration of all aspects of the curriculum. We seek to *"promote teaching and learning to ensure children's 'school readiness' and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life."* (DfE Statutory Framework 2014). In addition we recognise the right of parents to home educate, and we support this through our offer of flexi-schooling; this offer applies to children admitted to the EYFS as well as throughout the school. The rationale for this provision is set out in our Flexi-school Policy statement.

Aims

The overall aims for our EYFS provision are:

- to give each child a happy and positive start to school life in which they can establish a solid foundation for a love of learning
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as co-operation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Principles of Implementation

The Early Years Foundation Stage Framework 2014 (EYFS) applies to children from birth to the end of the reception year. The EYFS is based upon four principles:

- A Unique Child – we recognise that every child is an individual and will develop in their own unique way and at varying rates.
- Positive Relationships - we recognise that children learn to be confident and independent through the development of secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- Enabling Environments - we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.
- Learning and Development - we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

We encourage the three characteristics of effective learning given in the Statutory Framework

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Curriculum

Our curriculum content takes into account the prime and specific areas of learning:

Prime

Communication and Language –
Listening and attention
Understanding
Speaking

Physical Development -
Moving and Handling
Health and Care

Personal Social and Emotional Development -
Self-confidence and self-awareness
Managing feelings and behaviour
Making relationships

Specific

Literacy – reading and writing
Mathematics – numbers, shape, space and measure
Understanding the world – People and communities, the world, technology
Expressive Arts and Design – exploring and using media and materials, being imaginative

The content of our curriculum reflects our unique setting. Activities are planned that reflect children's interests and individual circumstances to ensure enjoyment and creativity is at the heart of their experience.

Our whole school planning approach includes the EYFS to enable the pupils to work together in family teaching groups when appropriate. Our teaching styles include adult led and child initiated activities which is based on a mixture of 'in the moment sessions' and 'short focus' sessions. We believe this provides us with the basis on which to utilise fully a child's natural desire to learn, explore and question.

Inclusion and Safeguarding

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. Our curriculum provision is fully inclusive and accessible to all pupils. All necessary steps are taken to keep the children in our care safe and well. Any safeguarding issues will be dealt with in line with our Child Protection Policy.

The designated safe guarding lead for Castleton C of E Primary School is Mrs Nancy Lees (Headteacher)

Parental Involvement

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Our 'open door' policy ensures high quality communication with parents and carers as this allows for almost daily conversations about their child. Developmental records and observations regarding progress are shared with parents at termly meetings.

Transition

Making a happy transition from home to a pre-school setting into school is recognised as being a key point on which the future happiness of the child in school can be built. We aim for this transition to be tailored to the individual, and take a gentle approach to those first sessions. Individual circumstances, age, and disposition will be given due consideration when planning for the transition period.

Staff and parents will work together to formulate a plan than meets the needs of the child and parent taking into account variation on the length of days, numbers of days attended initially.

Staffing

A robust staff recruitment policy is in place for the safe recruitment of practitioners ensuring suitability to the role and that the relevant qualifications are in place. All staff are DBS checked in line with our Safeguarding procedures. All staff have a first aid qualification.

Information and Records

Information is stored in line with GDPR and the Data Protection Act 2018 with regard to the schools data protection policy.

Signed: Headteacher

.....**Date:**.....

Signed: Chair of Governors

.....**Date:**.....

Review: Autumn 2021

Policy Developed: Autumn 2018