



Heath Hayes Academy

EYFS Policy

February 2018

REVIEW DATE:	February 2019
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Signed by Chair of Governors	Date
	February 2018



Heath Hayes Academy
Early Years Foundation Stage Policy
Date of policy: February 2018

People responsible: Mrs Collinson, Miss Fidler and Miss Edwards.

OVERVIEW

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance". (Statutory Framework for the Early Years Foundation Stage).

The Early Years Foundation Stage (EYFS) year and is based upon the four principles:

- * A unique child
- * Positive Relationships
- * Enabling Environments
- * Learning and Development

At Heath Hayes Academy, the Foundation stage will be marked by excellence, enjoyment and fun. Our intention is to develop quality and consistency in the provision of education and welfare for the children in this school. It will fully meet the standards and statutory requirements set out in the 'Child Care Act 2006'. All children will experience excellent provision and will enjoy their time in Foundation Stage.

OBJECTIVES

1. To help every child achieve the 'Every Child Matters' outcomes of Staying Safe; Being Healthy; Enjoying and Achieving; Making a Positive Contribution; Achieving Economic Well-being.
2. To set high standards for learning; development; care and welfare and progress to ensure that no child is left behind.

3. To provide equality of opportunity. To ensure that there is no discrimination and that there is full inclusion for all.
4. To build a strong and effective partnership with parents and professionals, and the different settings.
5. To provide quality and consistency by meeting the Universal Set of Standards and by removing any distinction between care and learning
6. To build a foundation for future learning by meeting the individual needs and interests of the child.
7. To establish effective strategies for of observation and assessment.

STRATEGIES

1. The statutory requirements of the 'Framework for Early Years Foundation Stage' will be met.
2. We will take account of the statutory guidance and will demonstrate clear reasons where we decide to depart from it.
3. In our teaching, learning and planning we will take account of the four themes of the EYFS Framework: A Unique Child; Positive Relationships; Enabling Environments; Learning and Development.
4. We will ensure that we meet the legal requirements for safeguarding and promoting children's welfare, health and safety, by ensuring that we employ suitable people and by ensuring that our premises, environment and equipment are safe, secure and fit for purpose.
5. We will put into place effective organisation for the EYFS and we will keep appropriate documentation as required by the Framework.
6. We will meet the learning and development requirements by developing our curriculum, teaching and learning on the Areas of Learning. We will work hard to ensure that the Early Learning Goals are acquired by the end of the academic year in which children are five.
7. We will use the Educational Programmes of the EYFS Framework to develop the skills and processes to be taught and we will put in place effective arrangements for assessing children's achievement and progress.

ORGANISATION

At Heath Hayes Academy, pupil numbers, do not facilitate a separate EYFS group. We therefore endeavour to meet needs of EYFS pupils within the primary base. We believe we can achieve the specific requirements of our

youngest pupils because of the Heath Hayes ethos that focuses on each individual child and the level of staff training and understanding of the needs of this special group of pupils.

We meet the needs of all our children through:

Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self - esteem and confidence.

Using a range of teaching strategies based on children's learning needs.

Providing a range of opportunities to motivate and support children and to help them to learn effectively.

Providing a safe and supportive learning environment in which the contribution of all children is valued.

Using resources which reflect diversity and are free from discrimination and stereotyping. Monitoring children's progress and taking action to provide support as necessary.

WELFARE

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

We understand that we are required to:

Promote the welfare of children.

Promote good health, preventing the spread of infection and taking appropriate action when children are ill.

Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.

Ensure that the premises, furniture and equipment is safe and suitable for purpose.

Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

PARENTS & PARTNERS

We recognise that parents are children's first and most enduring educators and we highly value the contribution that parents make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- * Talking to parents about their child before their child starts in our school;
- * Encouraging parents to talk to their child's staff about any concerns they may have.
- * Arranging a range of activities throughout the year that encourage collaboration between child, school and parents. For example, fund raising days, themed activity days, concerts including a Harvest Festival, nativity, class assemblies to which all family members are invited.
- * There are two formal meetings per year (Autumn and Summer term) at which time the teacher and parent discuss the child's progress and development.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to observe them. At Heath Hayes Primary school the class teacher acts a 'Key Person' to all children within their class.

AREAS OF LEARNING

The EYFS is currently made up of seven areas of learning:

Prime Areas

- * Personal, Social and Emotional Development
- * Communication, Language and Literacy
- * Physical Development

Specific Areas

- * Literacy - Reading & Writing
- * Mathematics
- * Knowledge and Understanding of the World
- * Expressive Arts and Design

None of these areas can be delivered in isolation from the others. The Prime areas underpin all of the other areas. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most

children to reach by the end of the EYFS.

The Learning Environment

The EYFS learning environment is organised to allow children to explore and learn securely and safely. We have access to an outdoor area which the children can play and learn under a sheltered canopy. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

OBSERVATION, ASSESSMENT AND PLANNING

The planning within the EYFS follows an 'adventure curriculum' which is based around the individual children's needs and interests. These plans are used and implemented by the class teacher who has a good understanding of the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of observation, and this involves the teacher, TA's and other adults as appropriate. These observations are recorded in children's workbooks and on Tapestry . They also contain information provided by parents and other settings etc.

This policy is to be read in conjunction with all other policies, which apply equally to foundation stage.