

Early Years Foundation Stage Policy

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Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Manifold C of E Academy.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

Aims of the Early Years Foundation Stage

In the EYFS setting at Manifold C of E Academy we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

The Early Years Foundation Stage framework

Teaching in the EYFS setting at Manifold C of E Academy is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2017). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'

The curriculum is centred on 3 prime areas of learning:

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

Providers must also support activities through four specific areas, which strengthen the prime areas. These are:

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

Educational programmes which practitioners deliver in the setting must involve activities and experiences from one of the following seven areas. These are:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts and Design

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centered curriculum, which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

At Manifold C of E Academy we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1.

Active Learning through Play

At Manifold C of E Academy we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the EYFS setting at Manifold C of E Academy practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences, which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery within settings.

Assessment and Record Keeping

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Manifold C of E Academy. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, post-it notes, whole class grids, photographs). All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journeys.

The Learning Book record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations.

There is continuous monitoring and assessment of each child's development using the new Early Years Foundation Stage Profile (2014). This is updated at least once each term to track individual progress. At the end of the year it provides a summary of every child's development and learning achievements. Baseline assessment is carried out using the EYFS Profile during the children's first three weeks upon entering the setting. Judgments made on children's development in the Profile are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development.

Planning

The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year. Both Early Years staff and pupils are involved in deciding the termly topics.

Medium term planning is created with all early years practitioners and where possible, pupil involvement and takes into account the individual children's learning and developmental needs.

All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors. The setting also makes use of the outdoor environment whenever possible. Continuous provision is enhanced to incorporate learning intentions.

Educational visits within the local community and further a field are also planned to support children's learning within the classroom.

Parents as Partners

At Manifold C of E Academy we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents.

We value the role of parents as children's primary educators. Through questionnaires and informal chats at the beginning and end of the day, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Parents are kept informed of what is happening in the setting through regular letters, reading records and communication books. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting. Whole school newsletters are also sent home regularly.

Parents are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the Autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent's evening takes place during the Summer term where practitioners will feedback on children's learning and development progress.

Other opportunities for practitioners to share children's learning, development and well-being with parents include end of year reports, productions and assemblies. Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills (e.g. cooking, art, music) to support children's learning.

The setting has a friendly, open-doors ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss any concerns they might have.

Admissions and Induction

Manifold C of E Academy provides full-time Early Years education for children in the Nursery and Reception Year.

In the Summer term parents are invited into school to meet the setting practitioners. At this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions. School information packs will be distributed to parents at this meeting, detailing school routines and expectations. 'All About Me' induction packs will also be given out to parents as another way to support practitioners' knowledge and understanding of each individual child.

From September children attend the setting full-time/part time (Nursery only). Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school.

**See Admissions Policy for more information.*

Equal Opportunities

All practitioners at Manifold C of E Academy have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting.

All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting at Manifold C of E Academy

**See Equal Opportunities Policy for more information.*

Special Educational Needs

Manifold C of E Academy is committed to offering an inclusive curriculum to ensure the best possible progress for all pupils whatever their needs and abilities. The National Curriculum Inclusion Statement emphasises the importance of providing learning opportunities for all pupils. Springcroft pupils who require special education provision will generally, but not exclusively, have a specific learning difficulty primarily related to dyslexia, dyscalculia and/or dyspraxia and will have a significantly greater difficulty in learning than the majority of pupils of the same age or have a disability, which prevents or hinders them from making full use of the educational facilities provided for young people of the same age at Manifold.

Within the Early Years setting all practitioners have regard for the Code of Practice and will ensure that parents are fully involved in the process. Partnership with parents is essential if young people with SEN needs are to achieve their potential. Parents hold key information, knowledge and experience to be shared with staff. This partnership extends to grandparents and guardians in those situations where parents live or work abroad.

Pupils themselves often have a unique knowledge of their needs and their views, where possible, will be sought to help make the most of their education. They will be encouraged to participate in decision making processes and contribute to the assessment of their needs as well as the review.

The setting aims to provide opportunities for each pupil to fulfil their unique potential through dedicated, innovative and enthusiastic teaching and learning.

**For further information see the schools Special Educational Needs Policy*

Policy to be reviewed biannually

Policy history		
Approved	Details of changes made	
Signed by chair of governors	Amendments made yes/no	Date September 2017
Signed by chair of governors	Amendments made yes/no	Date
Signed by chair of governors	Amendments made yes/no	Date
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