

## **EYFS Policy**

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### **Rationale:**

The Early Years Foundation Stage (EYFS) is concerned with the education and care of children from 0-5 years.

“Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

*from the EYFS Statutory Framework, DfE 2014*

### **Aims:**

- To provide a safe and secure environment for all children.
- To provide a broad and balanced curriculum that supports and challenges all areas of development and is relevant to all children’s unique needs and abilities.
- To value and respect all individuals and communities.
- To support the physical, emotional, mental, social, environmental and spiritual wellbeing of all children.
- To promote professional, caring relationships which respect and acknowledge the feelings of all children.
- To work closely with parents and other settings to ensure continuity and a positive impact in development and learning.
- To provide knowledgeable and skilled staff who support children’s development and learning.
- To develop positive and trusting relationships with all children.
- To provide a rich and stimulating learning environment that supports and promotes active learning and creative critical thinking.
- To value and promote the importance of outdoor learning opportunities.
- To work in partnership with other settings, professionals and the community to support children’s development and progress.
- To ensure the provision reflects the wide range of varied interests of the children and the importance of play.

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**Approved and Adopted by the Full Governing Body**

- To work closely with staff to ensure continuity and progression when children enter KS1.

### **Broad guidelines:**

- High quality observation and assessment that will inform planning and provision.
- High quality areas of continuous provision, enhanced throughout the school year in response to current themes, projects, children's needs and interests.
- Broad and flexible themes and projects which support all areas of development.
- A positive approach to behaviour and social and emotional aspects of learning including SMSC and British values in line with the whole school.
- Communicate openly and regularly with parents through: parental involvement, letters, parents' evenings, notice boards, assemblies, information sessions, stay and play sessions, online learning journeys and the school website.
- All staff to be involved in performance management attend CPD, team meetings, networks and moderation events.
- Liaise with other settings and professionals to further develop provision and practise and support children in multiple child care settings.
- Provide a balance of adult led and child initiated learning opportunities and variety of whole class, small group and individual activities.
- Work closely with KS1 staff to ensure a successful transition from Reception Class to Year 1, with a focus on the principles of EYFS.
- Detailed tracking and monitoring to ensure that all children progress and that the provision supports and challenges all children including those with special educational needs or more able and talented children.

### **Conclusion:**

We will provide high quality Early Years education and care in accordance with the statutory requirements and guidance for EYFS. This will build a secure foundation for children's future learning and support each child individually to fulfil their own potential.