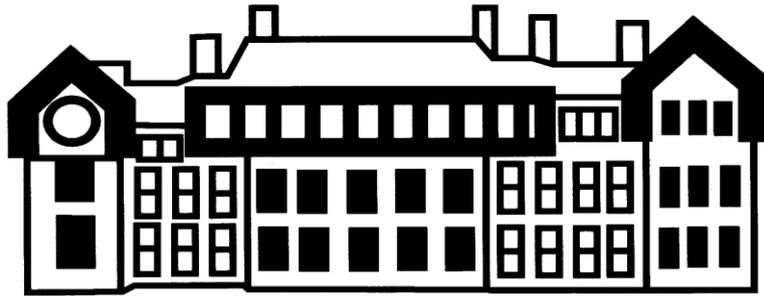


Gordon Primary School

**GORDON**



**SCHOOL**

# **Early Years Foundation Stage Policy**

**Ratification date: March 2016**

**Review date: March 2019**

**Signed \_\_\_\_\_ Headteacher**

**Signed \_\_\_\_\_ Chair of Governors**

## Early Years Foundation Stage Policy

### 1, Aims

At Gordon Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. WE create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. WE value the individual child and work alongside parents and others to meet their needs and help every child reach their full potential.

As outlined in the EYFS framework *'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.'*

### 2, EYFS Principles

The EYFS is based upon four principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.**

### Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Gordon Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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 wide range of teaching strategies based on children's learning needs;
- providing a wide 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;

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- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (See Safeguarding Policy.)

#### **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."

At Gordon Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. 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;
- provide a partnership between all staff working in the EYFS and with parents and/or carers.

We endeavour to meet all these requirements.

### **3, Positive Relationships**

At Gordon Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

#### **Parents as Partners**

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

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

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- talking to parents about their child before their child starts in our school;
- the teacher visiting all children in their home setting prior to their starting school;
- the children having the opportunity to spend time with their teacher before starting school – this happens during “transition time” for children who attend our nursery and “Welcome Meetings” for children new to the school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child’s progress in our Foundation Stage classes;
- encouraging parents to talk to the child’s teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child’s progress in private. Parents receive a report on their child’s attainment and progress at the end of each school year;
- orchestrating a range of activities throughout the year that encourage collaboration between child, school and parents: Class Assemblies, Sports Day, workshops, etc;
- providing space in the children’s reading records and learning logs for parents to leave comments relating to the children’s achievements.

All staff involved with the EYFS aim to develop good relationships with every child, interacting positively with them and taking time to listen to them. At our school the Class Teacher acts a ‘Key Person’ to all children in EYFS, supported by the Teaching Assistants. The EYFS staff meet to discuss new intake children from our nursery and other settings.

#### **4, Enabling Environments**

At Gordon Primary School we see 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.

##### **Observation, Assessment and Planning**

The foundation stage staff use an agreed format which includes details of curriculum provision, deployment of staff, learning intentions and targeted children. Annual and half-termly plans ensure the children experience a broad and balanced curriculum which is appropriate for their age and stage of development. EYFS staff liaise to ensure continuity between both Reception classes, and between the Nursery and Reception. Weekly and daily plans are found in individual planning folders. These plans are seen by the Headteacher, EYFS Leader and subject leaders for the purpose of monitoring.

At Gordon Primary School, we use observations, photographic evidence, notes and other individual and group made assessments as a basis to record judgements against the EYFS Profile. At the end of the academic year the Foundation Stage teachers complete an Early Years Foundation Stage Profile for each child, which is passed on their next class teacher. Within the final term of the EYFS, we provide a written summary to parents, reporting the child’s progress against the ELG’s and assessment scales. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

##### **The Learning Environment**

EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources

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independently. The EYFS classrooms have their own enclosed outdoor area. 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 opportunities 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 seven areas of learning.

### **5, Learning and Development**

At Gordon Primary School 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 inter-connected.

#### **Teaching and Learning Style**

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in other Key Stages. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals and beyond throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;

#### **Play**

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

#### **Active Learning**

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

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Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

### **Creativity and Critical Thinking**

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

## **6, Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observations of children’s needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All seven areas of learning and development are important and inter-connected.

These areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

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

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

- ***Literacy***
- ***Mathematics***
- ***Understanding the World***
- ***Expressive Arts and Design***

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

## **7, Monitoring and Review**

It is the responsibility of EYFS teachers to follow the principles stated in this policy and for the EYFS Leader to monitor their work and support them in delivering the school’s aims. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

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The Headteacher, senior members of staff and subject leaders will carry out monitoring on the EYFS as part of the whole school monitoring schedule.