



# Early Years Foundation Stage Policy 2017

**Committee Approved:**

**Date:**

**July 2017**

**Reviewed:**

## Aims

At Barby CE Primary School we aim to provide the highest quality care and education for all our children, giving them a strong foundation for their future learning. We create a safe and happy environment with motivating, enjoyable yet challenging learning experiences that enable children to become both confident and independent. We value the individual child and work alongside parents/carers and others to meet their needs, therefore ensuring that each child reaches their full potential.

As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfil 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.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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

## Principles into practice

As part of our practice we:

- Are inclusive
- Provide a balanced and enjoyable curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents/carers and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by continuous observation and assessment
- Provide opportunities for children to engage in activities that are both adult and child-initiated, independent or adult supported
- Provide a secure and safe learning environment indoors and out
- Report regularly on achievements made
- Identify where additional support is needed
- Keep abreast of changes within the EYFS

## Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning. We aim to enable the children to either achieve or exceed the early learning goals. The seven areas of learning and development are important and inter-connected. Three 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

### Physical Development

### Communication and Language

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

The **specific** areas are:

### Literacy

### Mathematics

### Understanding the World

### Expressive Arts and Design

## Characteristics of Learning

Children are provided with a range of rich, meaningful first-hand experiences through which we observe each child's characteristics of learning. The characteristics of learning tell us **how** each individual learns. What type of learner is your child?

**Play and exploration:** how they find things out? Do they use what they know to help them learn? Are they willing to have a go?

**Active learning:** Do they concentrate? Do they persevere? Do they gain satisfaction from achievements?

**Creating and thinking critically:** Do they have their own ideas? Do they use what they know to help learn new things? Can they choose their own ways to find out new things?

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

## Teaching and Learning

We aim to continue to seamlessly develop the learning that has taken place in each child's pre-school setting. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. Once at school the balance shifts towards a more equal focus on all seven areas of learning and as the children move through the Early Years at Barby they will grow in confidence, ability and independence.

Children are taught as either the whole class or within small groups. Teaching time will increase as they progress through the EYFS. Teaching time is set aside for a daily phonics session using 'Letters and Sounds', mathematics and literacy, including shared and guided reading and writing. All areas of learning are taught through topics to allow coverage and exploration.

The curriculum is delivered using a play-based approach as outlined by the EYFS. Enhanced continuous provision activities take account of current topic, class learning, children's interests and individual need. The planning of such activities allows the children to 'learn through play', rather than just 'play'. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, we interact to stretch and challenge individuals further.

We create a stimulating environment to encourage children to free-flow between inside and out.

### Distinctions in teaching and learning tasks and types of play provision

**Adult directed task** – task set by an adult that follows the whole class learning objective and constitutes formal teaching. Children are required to take part.

**Adult led** – This refers to play opportunities in continuous provision time that have been set up by an adult with some instruction as to what to do. Scope in the task has been engineered to meet specific needs or curriculum areas.

**Child led** – This refers to play opportunities in continuous provision time that have been provided by the adult in terms of resource or play opportunity but without any specific instructions or pre-conceived ideas of where the play will go. Children have scope to take the play opportunity in their own direction and come up with their own ideas for using the resources.

**Child initiated** – This refers to play opportunities that children start themselves by either organising their own resources or asking an adult for particular resources.

## Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform future plans. We record our observations in a variety of ways. Each child has their own mathematics, literacy, handwriting and phonics book where adult led work is recorded. Significant observations of children's independent achievements are collated in their own personal learning journal, these are shared with parents/carers who may also contribute to their child's learning journey. All adults in the setting play an important role in collecting evidence to inform each child's learning journal. These ongoing observations are used to inform the EYFS Profile/developmental matter bands. *Development Matters* was produced by Early Education with support from the Department for Education. It is non-statutory guidance which supports all those working in early childhood education settings to implement the requirements of the [Statutory Framework for the EYFS](#). All those working to support the early learning of young children can use *Development Matters* as part of daily observation, assessment and planning. It can also be used at points during the EYFS as a guide to making best-fit summative judgements, with parents and colleagues across agencies, in relation to whether a child is showing typical development, may be at risk of delay or is ahead for their age.

Progress is reviewed every half term and is regularly discussed with parents/carers. Pupil progress meetings take place to inform the head teacher and Senco and allow for the tracking of progress and to identify where intervention may be necessary. Parents/carers are welcome to discuss their child's learning at any time, however formal parent's evenings take place in the Autumn and Spring terms and a written report is made in the Summer term. Informal open evenings take place termly and allow parents/carers and children to look at work together and discuss progress with the teacher.

## **Inclusion**

At Barby we value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We carefully monitor the progress of our most vulnerable children: those who are classed as having a special educational need, children who are in receipt of pupil premium and those who are summer born.

## **Parents as Partners and the Wider context**

We strive to create and maintain a strong partnership with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents/carers to participate confidently in their child's education and care in numerous ways. Barby CE School encourages parents/carers to participate in their children's learning by:

- Adding to their child's learning journal as and when appropriate.
- Attending activities provided by the school, tailored to helping parents understand their children's learning and enabling them to support it at home.
- Attending regular events to support school activities
- Attending parent's evening

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings/inviting members of the community into our setting. We regularly visit the Church for worship and welcome Reverend Nigel to school to lead our collective worship.

Our Christian Values are:

Year A- Respect, Friendship, Forgiveness, Courage, Compassion, Generosity

Year B- Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness

## **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries, pre-school and childminders.

During the transition to school:

- Children are invited to attend play sessions to help develop familiarity with the setting and practitioners.
- Parents are invited to a formal induction evening.
- Parents are provided with a booklet providing information about school life at Barby
- Staff from Barby visit children in their pre-school and/or home setting.
- Children have a staggered intake in September to ensure the move to school is not overwhelming

During transition from EYFS to year 1:

- Children's achievements within the early learning goals are shared and discussed.
- Children's characteristics of learning are shared and discussed.
- Individual needs are shared and time allocated for the children to visit and familiarise themselves with their new classroom.
- Individual reports are discussed with the new class teacher

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