



Early Years Foundation Stage Policy

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 value and respect all individuals and communities
- To provide a broad and balanced curriculum that supports and challenges all areas of development and that is relevant to all children’s unique needs and abilities.
- 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 families 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 work in partnership with other settings, professionals and the community to support children’s development.
- To ensure the provision reflects the wide range of varied interests of the children and the importance of play
- 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 and 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 (SEAL) in line with the whole school.
- Communicate openly and regularly with families through parental involvement, letters, family consultation evenings, notice boards, assemblies, information session, home school diaries, learning journeys and the school website.
- All staff will be involved in appraisals, attend relevant training, team meetings and networks.
- 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 gifted and talented children.
- All children will be kept safe with well with a focus on children's wellbeing and involvement as well as academic progress.
- The school's Child Protection & Safeguarding policy will ensure procedures are in place to safeguard all children. These are in line with the guidance and procedures of Calderdale LSCB and include action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.

Conclusion

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

Written/amended: January 2017

Next review date: January 2020