

*Ridgeway Infant School is a safe happy, place where everyone does their best!*

# EARLY YEARS FOUNDATION STAGE POLICY



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Signature of Chair of FGB:

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# **Early Years Foundation Stage Policy**

2017-18

*“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.”*  
(Statutory Framework for the Early Years Foundation Stage)

## **Introduction:**

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. At Ridgeway children complete their final year of the EYFS in Reception.

## **The EYFS seeks to provide:**

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

## **We adhere to the Statutory Framework of the EYFS (2017) 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. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## **Principles into Practice:**

### **Play**

At Ridgeway, we recognise that play underpins all learning and development for young children. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well planned play experiences, both indoors and outdoors, we support our children to learn with enjoyment and challenge, whilst developing a greater sense of curiosity. They have the opportunity to think creatively alongside other children and adults as well as on their own. They are constantly encouraged to communicate with others as they investigate and solve problems.

### **Our Practice:**

- Provide a broad and balanced curriculum, based on the EYFS, across the seven areas of learning and in line with our school aims.
- Ensure that teaching and learning experiences are appropriately challenging and informed by ongoing observations and assessment, and are planned around individual needs and interests of the children.
- Promote equality of opportunity and anti-discriminatory practice and provide early intervention for those children who require additional support.
- Work in partnership with parents, professionals and the wider community.
- Provide a safe and secure learning environment indoors and out.

## **Teaching and Learning:**

At Ridgeway, we recognise that children learn and develop in different ways, at different rates and have their own learning styles. We strive to plan an exciting and challenging curriculum based on observation of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve their early learning goals. Our curriculum covers the education and care of all children, including those children with special educational needs and disabilities.

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice. The characteristics of effective teaching and learning are:

- **Playing and Exploring**

Children investigate and experience things, and 'have a go'.

- **Active Learning**

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

- **Creating and Thinking Critically**

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

There are seven areas of learning and development that shape provision in the EYFS. All areas are important and often inter-connected. However, 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. The prime areas are:

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

These prime areas are those most essential for a child's healthy development and future learning. As children develop, the prime areas will help them to learn skills in the four specific areas. The specific areas are:

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

All of the seven areas are delivered through planned, purposeful play, with a balance of adult-led (child working with the adult) and child-initiated (child chosen) activities. Children are taught in many different ways in a stimulating environment, and they are encouraged to free-flow in and out and to access learning in all areas of their development, based upon their own interests.

## **Observation and Assessment:**

As part of our daily practice we observe the children's development and learning to inform our assessments. We record observations electronically and all staff [TAs/HLTAs] are encouraged to contribute. We track the children's progress towards the early learning goals, which are the established expectations for most children to reach by the end of the Reception year. Progress is reviewed and tracked termly using our ongoing observations, professional discussion and moderation. Progress is regularly discussed with parents/carers, both formally and informally and in the final term of Reception we provide the parents/carers with a statutory written report.

## **Safety:**

Children's safety and welfare is paramount. We create a safe and secure environment and a curriculum that teaches children how to be safe, assess risks and make sensible choices.

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We have stringent policies and procedures in place to ensure children's safety. This includes a daily risk assessment of the outdoor environment and equipment prior to children entering school.

We promote good health of the children in our care through different ways. We encourage physical exercise in the Reception garden, have daily fruit or vegetable snacks, and each child has a water bottle which is always accessible for them to access freely.

We have one class teacher and three Reception TA's that are all qualified paediatric first-aiders and deal with emergencies or medical needs according to the school policy and procedures. We keep formal recorded details of all medical needs and conditions, and emergency contacts. Parents/carers are asked to inform us immediately of any changes to these. Reception staff meet regularly to discuss any issues concerning safety and well-being and to identify solutions to address issues as they arise.

### **Safeguarding and Child Protection:**

All reception staff are trained in, and follow the school policies for child protection and safeguarding (see school child protection and safeguarding policies).

### **Inclusion:**

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 support them, at their own pace, so that all children achieve their very best, with many of them achieving the early learning goals by the end of the year. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies.

### **Equal Opportunities:**

All teaching and non-teaching staff at Ridgeway Infant School see learners and their parents and carers, of equal value (as outlined in the Single Equality Policy):

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

In addition to the standard analysis conducted by the school the PE curriculum will be evaluated by considering all equality groups and adjustments made as appropriate to ensure that equality groups are supported positively, have access to high quality resources reflecting diversity and provided with teaching opportunities that support all groups positively.

In addition to the standard analysis conducted by the school, the EYFS curriculum will be evaluated by considering all equality groups and adjustments made as appropriate to ensure that equality groups are supported positively, have access to high quality resources reflecting diversity and provided with teaching opportunities that support all groups positively.

### **Parents as Partners and the Wider Context:**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. Parents and carers are welcomed and encouraged into the classroom on a daily basis in order to promote an on-going involvement in their child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways; e.g. Christmas Craft Afternoon.

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 possible support.

**Transitions:**

Transitions are carefully planned for, and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved.

In the summer term, before our children start school, time is committed for our staff to liaise closely with parents/carers and feeder pre-school settings. The purpose of this is to gain knowledge of each child, in order to best place them and to meet all of their needs successfully at Ridgeway. The Reception Leader will visit all of our largest providers and will contact others by phone. All children will have at least two visits in school with their future class, and they will have a staggered part-time entry to school at the start of the Autumn term.

**Monitoring**

At Ridgeway, we appoint a Reception Leader with TLR who is part of SLT who plans for and conducts moderation activities liaising with the HT and DHT. Monitoring is planned into the school calendar at regular intervals and is carried out using a number of different methods:

- Learning Journal scrutiny.
- Lesson observations.
- Drop-in's.
- Internal/external moderation.
- Pupil Progress Meetings.
- Learning walks.

Feedback is shared with the Reception Team [including TAs/HLTAs] and development points may be included in the School Improvement Plan.

Reception Leader  
November 2017