



**Harry Gosling Primary School  
Early Years Foundation Stage Policy  
2018**

## **Learning to shine in everything we do.'**

At Harry Gosling, the EYFS is based upon the four key principles of the Foundation Stage.

- That every child is unique
- That children thrive best through the building of positive relationships
- That children become independent, critical thinkers in enabling environments
- That every child is entitled to the highest quality of learning and development opportunities

### **The Unique Child**

At Harry Gosling, we understand that every child is unique and we recognise that every child is a competent learner who can be high achieving, resilient, and self assured.

We also recognise that children develop in individual ways, at varying rates.

At Harry Gosling 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 have the highest expectations of all our children are able to achieve.

We achieve these high expectations by:

- planning learning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence.
- understanding that the way children learn is an important part of *what* they learn.
- using a wide range of teaching strategies based on our assessments of our children's learning needs;
- providing a wide range of exciting learning opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment both indoors and outdoors in which the contribution of all children is valued;
- 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;
- rigorously assessing our children's progress and quickly changing our teaching as necessary.

### **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Harry Gosling School are treated fairly regardless of race, religion or abilities. We work to meet the learning needs of all children within our department however specialized they may be.

All children and their families are valued within our school.

## Positive Relationships

At Harry Gosling we recognize that children learn to be strong and independent when they have experienced secure loving relationships within their families and communities. We aim to develop caring, respectful, professional relationships with the children and their families.

All staff involved with the EYFS work to develop good relationships with all children and their families, interacting positively with them and taking time to listen to them.

## Parents as Partners

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

We recognise this by

- talking to parents about their child before their child starts in our school;
- offering a home/school visit to all families prior to their starting at our school;
- inviting all parents to an induction meeting before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our classes and allowing free access to the children's classrooms in the first part of the morning.
- Informing parents about their child's key person and making sure that parents feel happy to talk to them. Providing opportunities for such talk on a daily basis.
- Making sure that the children's on-line learning journals are open to access by all our families. Welcoming parent's contributions.
- Supporting parents to help their child at home through reading workshops and homework tasks.
- Encouraging parents to talk to the child's teacher/Key person if they have any concerns.
- Organising a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Providing parents with a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage our parents to get involved in school life e.g. reading with children or joining us for class trips and celebrations.

## Key Person Relationships

In Harry Gosling EYFS the class teachers have overall responsibility for the well being and education of all the children in their class. However, we also operate a key person system which ensures that each child is given a special adult to look after them and build a close relationship with them during their time in the department. This key person plays an important role in monitoring their children's access to the learning environment in the classroom.

All the members of the EYFS staff work as a team sharing information about children's achievements and welfare within the department. We attend daily planning meetings to share the information that we have gathered throughout the day about children. This helps us to closely match the learning opportunities we provide to the children's achievements and interests.

We know that children's attitudes and dispositions to learning are influenced by feedback from others. We understand that children learn a lot from their teachers and adults around them about what is defined as success and failure. We use praise and encouragement, as well as celebration and rewards, to encourage children to feel good about themselves as learners in line with the whole school behaviour policy. We teach our children to be problem solvers and we model this behaviour as adults.

## Welfare

It is important to us that all children in the school are 'safe'. We 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. We believe that children should be allowed to take risks, but we also teach them how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all our children. (See Child Protection and Medical Policy.) Safeguarding is our first priority.

## Enabling Environments

At Harry Gosling School we recognise that the environment plays a key role in supporting and extending the children's development.

We believe the ability to organise an enabling environment 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 thinking.

At Harry Gosling, the EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The classroom is set up in learning areas, where children are able to learn in a mixture of adult and child initiated activities. We aim to teach our children to find and use equipment and resources independently. We plan activities and resources for the children to access indoors that help the children to develop in all seven areas of learning.

The EYFS department has its own enclosed outdoor area. At Harry Gosling, we believe in the importance of outdoor education. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children different 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.

## Display

At Harry Gosling we celebrate our children's achievements by producing high quality displays of our children's work. These displays use children's own writing where possible, include photographs and display all seven areas of the Foundation Stage. Displays are updated regularly at least once a term. We also recognize the importance of environmental print in the development of literacy and numeracy skills. For this reason many displays and print in the EYFS are placed at a height which is accessible to children.

## Learning and Development

At our school we value all areas of learning and development equally and understand that they are interconnected.

The EYFS is made up of seven areas of learning:

There are three 'Prime' areas of learning which are

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

There are four 'Specific' areas of learning which are

- Literacy
- Mathematics
- Understanding of the World

- Expressive arts and design

All the areas of learning are connected to each other. They are equally important and depend on each other. Allowing children to be active learners is central to everything we do.

All of these areas are taught through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

At Harry Gosling EYFS we understand the important role that good literacy and numeracy skills play in enabling children to be independent life long learners. We want our children to achieve the highest standards in these areas. For this reason, Phonics, Reading, Writing and Mathematics are all rigorously taught daily in a variety of contexts throughout the department.

Learning through planned purposeful play.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice 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. Learning through play is central to the ethos of learning at our school.

Teaching and Learning

Our policy on teaching and learning defines the features of effective teaching and learning in our school. As a teaching staff we take it as an important responsibility to be constantly updating our subject knowledge and pedagogy to provide the best learning opportunities possible.

These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage1 and 2. Features that relate to the EYFS are:

- Developing the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- Extending the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- Constantly reviewing the range of approaches used that provide first-hand experiences, a variety of stimuli, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- Delivering the carefully planned curriculum that helps children work towards Age Related Expectations;
- Continually improving the provision made for all children so they are able to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- Encouraging the children to communicate and talk about their learning, and to develop independence and self-management;
- Enriching the support for learning with appropriate and accessible indoor and outdoor spaces, facilities and equipment;
- Monitoring the identification of the progress and future learning needs of children through assessments both formative and summative which directly affect our daily practice and which are shared between the staff team and with parents
- Maintain the good relationships between our school and the settings that our children experience prior to joining our school;

Transition to Year One

We believe that children in Year One learn best through a holistic, investigative curriculum which builds on and enriches their learning in the EYFS. We aim to make the transition from EYFS/Y1 as seamless as possible with in an integrated department. We plan carefully with our colleagues in KS1 to make sure this is so.

## Observation, Assessment and Planning

Planning within the EYFS involves beginning with Medium Term Plans which are based around termly cross curricular key questions and core books. These plans are used by the teachers as a guide for weekly planning; however the teachers alter their planning in response to feedback from staff and in response to his/her observations of the learning needs and interests of the children. These amendments will be indicated on weekly planning or on the daily 'planning in the moment boards'. The EYFS team also plans a range of interactive activities which allow children to experiment with and consolidate new skills in all the areas of the EYFS. These activities are changed weekly and sometimes daily and are responsive to the children's achievements and learning needs within the department.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of formal and informal observations, and this involves all the members of the EYFS team. These observations are recorded in children's individual online journals. We use this evidence to assess our children's progress towards the Early Learning Goals. Pupil progress is tracked and monitored by the class teachers and the Senior Leadership team. Regular Pupil Progress meetings allow us to set ambitious targets for children and plan in detail as to how these targets are going to be achieved. We assess all children at the beginning of Nursery and again in Reception. This information is used as a base line for the children's attainment throughout the year. Any children that are identified as not making good progress are targeted for specific teaching so that they can catch up. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and the EYFSP.

### **Monitoring and review**

It is the responsibility of all the members of the EYFS team to follow the principles and practise as stated in this policy.

The Head teacher, the SLT and EYFS leader will carry out monitoring on the EYFS as part of the whole school monitoring schedule. This monitoring is linked to the school's Performance Management procedures.

### **Statutory Requirements**

At Harry Gosling we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2015. 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. We maintain a clean and safe environment which models good personal care routines to children.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs in line with whole school policy.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so, we achieve this through our child protection and safeguarding procedures which have been read and understood by all staff.
- 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; we do this through careful planning, teaching and assessment.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.