



"Where Childhood Matters"

## Early Years Foundation Stage Policy

This is part of the Teaching & Learning and Safeguarding Policies.

### Introduction

"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 the age of 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."

*Statutory Framework for the Early Years Foundation Stage, DFE 2014*

The aim of the EYFS at Nafferton School is to provide a safe, enabling environment in which children feel part of a community, feel valued and safe, enjoy and achieve. This is done by:

- Ensuring quality and consistency, so that *all* children make good progress.
- Provide a secure foundation which creates exciting and creative learning opportunities which are planned around the needs and interests of the children and are informed by talking and developing a deep understanding of the children and through regular team discussions.
- Working as partners with parents.
- Good relationships with the pre-school network.

The guiding principles of EYFS Statutory Framework shape our practice at Nafferton Primary School are grouped into four distinct but complementary themes:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

### A Unique Child

- Seeking to know and understand each individual child and their development.
- Showing interest and celebrating with children their interests and achievements.

## Positive Relationships

- Maintaining close, caring and respectful relationships.
- Encouraging and supporting children to relate to others.
- Supporting children to resolve their own conflicts through problem-solving.

## Enabling Environments

- Arranging, resourcing, and making time for children to make free use of rich indoor and outdoor spaces.
- Observing children as a natural part of all normal activity.
- Interpreting children's actions and words to try to understand the child's thinking and learning.
- Ensuring children have sustained time to develop child-initiated activities.
- Being sensitive to the child's thinking and learning when deciding when to interact and when to value the child's independent activity.
- Joining in play and child-initiated activity following children's agendas.
- Scaffolding children's learning through talk, discussing strategies and ideas, suggesting possibilities and modelling approaches.
- Providing brief, well-focused learning opportunities in response to observed interests, learning and development.

## Learning and Development

- Using daily events within the routine to provide worthwhile real-life experiences.
- Varying experiences, using fresh, creative and playful approaches.
- Providing first-hand experiences to explore and discover.
- Directly teaching, through demonstrating and explaining.
- Encouraging and supporting children to persevere through difficulties, to take risks, to ask questions and problem-solve.
- Identifying and supporting next steps in learning.

## Curriculum

At Nafferton Primary School we recognise that every child is unique and that every child will develop in their own way and at differing rates. We want children to be independent and self-motivated learners, encouraging children to adapt their work, think critically and take risks with their learning.

Our curriculum is topic based. Teachers draw in the relevant areas of the Early Years Curriculum when planning and rigorous monitoring of coverage ensures that all areas of the curriculum are covered.

Within the Foundation Stage there is a range of adult led activities as well as continuous provision where child initiated learning takes place. The classroom provision supports next

steps in learning and is set up so that children are able to explore, investigate and demonstrate what they know.

### Direct Teaching

At specific times children will take part in adult led activities. Such sessions include daily phonics, maths and counting experiences, topic, reading sessions, play dough disco, PE and music. These sessions are carefully planned and tailored to the learning needs and styles of the children. They are based on ongoing formative assessments as well as summative assessment and continued moderation undertaken as a team, cross school level and statutory moderation. Speech and speaking activities are highly valued and opportunities for such are present across all areas in the classroom.

### Continuous Provision

Children's play reflects their wide ranging and varied interests and pre-occupations. It is our belief that children learn best from activities and experiences that they have initiated and this is the time when they are able to demonstrate their embedded learning. We carefully plan the environment and provide opportunities within this environment to reflect these interests to inspire them further, whilst also making sure that children have the opportunity to extend and practise the skills they have been taught.

Through play children explore and develop learning experiences, helping them make sense of the world. They practise and build up ideas about self-control and the need to follow rules. They communicate with others as they investigate and solve problems.

Giving children the opportunity to play with ideas in different situations and with a variety of resources, allows them to discover connections, make links and better understandings of ways of doing things. With adult support this process enhances children's ability to think critically and ask questions. Adults support them to make connections by showing a genuine interest, offering encouragement, clarifying ideas and asking open ended questions - extending thinking. Children are encouraged to access resources independently. Where possible the continuous provision is enhanced to reflect the children's interests.

All children's work is celebrated and each child is encouraged to move forward in their learning.

### Assessment, Recording and Reporting of Progress

Assessment is an essential and ongoing part of the Early Years for children's learning and development. Assessment can be made through observations (both individual and group), photographic and video evidence, examples of work, and discussions with parents as well as 'WOW' moments and 'WOW' questions that evidence what children have done at home. From these the next steps in each child's learning are planned. All Foundation Staff feed their knowledge into the child's Learning Journeys which are accessible to parents, carers and the children.

Where observations are made it will include the link in initials to the Development Matters area of learning, whether the observation was child initiated (CI), adult initiated (AI), Adult supported (AS) and whether it was totally independent (I). It may also include the Characteristic of Effective Learning. Where work is marked with the child it is discussed and verbal feedback (VF) is given. Work is marked in green.

Moderation meetings are held regularly between all the Foundation Stage staff and the judgements are made relating to the Development Matters. These judgements are used as evidence towards achieving the specific Early Learning Goal which is reported on at the end of the academic year.

### Parents as partners

We work in close partnership with parents to ensure a sharing of their child's achievements, specific needs and next steps. They are provided with information about the curriculum via the website as well as the termly and weekly newsletter. Parent evenings are held twice a year with another offered in the summer term when child's EYFS profile is discussed.

### Safeguarding and Children's Welfare

Children learn best when they are happy, safe and feel secure. We encourage this through the continuous development of positive relationships between children and staff as well as by relationships with their peers. We follow the safeguarding and welfare requirements detailed in the school safeguarding policy as well as the Statutory Framework for Foundation Stage.

Children are taught early on about rules and boundaries and that these are in place to keep them safe.

### Intimate Care

*Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs.*

Intimate care is any care that involves washing, touching or carrying out an invasive procedure that most children can carry out themselves. We actively encourage children to be independent within their personal care but recognise that some children may require support. Where accidents occur *consistently* staff will work in partnership with parents to support the child in becoming independent. Parents need to provide a letter to say that they are happy for staff to support their child with intimate care.

## Transition to School from other settings

Continuous liaison is essential for a smooth transition for all children. There are regular cluster meetings to discuss any issues as well as to discuss and share good practise regarding curriculum and provision. Meetings are held with staff from other settings to discuss individual children's needs and abilities to ensure staff have a full understanding of a child's starting points when they enter school. To support a smooth transition to school parents are invited to a New Starter Meeting held in the summer term. In addition they are able to attend 'stay and play' sessions and a lunch in the canteen. The children from the main feeder setting visit the school as part of their provision. Staff from school also visit children in their pre-school setting so that they can see them in the surroundings in which they are familiar.