

Newburgh CE School

Early Years Foundation Stage Policy September 2018



EARLY YEARS FOUNDATION STAGE POLICY

MISSION STATEMENT

Our aim is to provide a good all-round education in a caring, Christian environment in which each individual is valued and respected so that all are enabled to reach their full potential both inside and outside the classroom.

INTRODUCTION

During the ages of 0-5 years, a child's stage of learning is known as 'Early Years Foundation Stage' (EYFS). This critical period of learning does exactly what the title suggests, establishing firm foundations on which children can build all future learning. It is the Early Learning Goals that set out what is expected of most children by the end of the EYFS.

Throughout this stage, the 'Characteristics of Effective Learning' (in other words **how** children learn) are equally as important as **what** children learn. Therefore there is a strong emphasis on playful, exploratory learning, both indoors and out, which follows children's interests and fascinations in order to nurture a joy of learning.

We have our own nursery, enabling children to access our EYFS setting from the age of three and then enrol at our school to complete the EYFS in our Reception.

We aim to promote positive attitudes to learning with a strong emphasis on effort, collaboration and resilience. We strive to create an atmosphere which is secure and inviting in an environment which is both safe and challenging. We want our children to be curious, excited and independent learners by offering a range of stimulating, interesting activities which maybe adult led, child initiated or within our continuous provision.

Children joining our school have already learnt a great deal. Many have attended our nursery setting or one of the various educational settings that exist in our community. The early year's education that we offer our children is based on the following principles:

- 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; and;
- **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

By ensuring these principles are upheld, we foster **characteristics of effective learning** (Playing & Exploring, Active Learning, Creating and Thinking Critically) in each child.

THE E.Y.F.S. AIMS TO PROVIDE:

- **Quality and consistency**, 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.

PLAY IN THE FOUNDATION STAGE

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. We know children learn at their highest level when at play; therefore, we do not make a distinction between play and work. We provide a daily routine for the children, which provides for teacher directed, teacher initiated and child initiated learning opportunities. We support children's learning throughout the child initiated and planned play activities and in doing so we ensure children have opportunities to engage and thrive in all aspects of areas of learning.

INCLUSION IN THE FOUNDATION STAGE

We believe that 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 we are planning for their learning (see our policy on Inclusion)

THE FOUNDATION STAGE CURRICULUM

Our environment for nursery and reception reflects the 7 areas of learning and development. All 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, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

The other four areas, known as the specific areas, are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

ASSESSMENT

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support. On-going assessment (also known as formative assessment) is an integral part of the

learning and development process. It involves practitioners observing children to understand their level of achievement, interest and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

In the final term of reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year1. The Profiles reflect on going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the practitioner, parent or carer judges can offer a useful contribution.

THE ROLE OF PARENTS/CARERS

We believe that all parents/carers have an important role to play in the education of their child. We therefore recognise the role that they have played and their future role, in educating their child. We do this through

- Talking to parent/carers about their child before their child starts in our setting
- Visits by EYFS practitioner to all children in their home setting prior to starting nursery, and school if they didn't attend our nursery
- Opportunities are given to the children to spend more time with their teacher before starting reception during the summer term
- Inviting all parents to an induction meeting during the term before their child starts school
- Offering parents regular opportunities to talk about their child's progress in our nursery/reception class
- Encouraging the parents to talk to the child's teacher if there are any concerns
- Offering a range of activities, throughout the year that encourage collaboration between child, school and parents
- Providing a home/school liaison book to inform parents of the week's learning
- Weekly email of the coming week's learning

There is a formal meeting for parents twice a year at which parents discuss their child's progress. Parents receive a report on their child's attainment and progress at the end of the school year.

RESOURCES

The teacher plans a learning environment, both indoors and outdoors that encourages a positive attitude to learning. Materials and equipment are used that reflect both the community that the children come from and the wider world. The children are encouraged to make their own selection of the activities on offer as this empowers them to be active learners.