

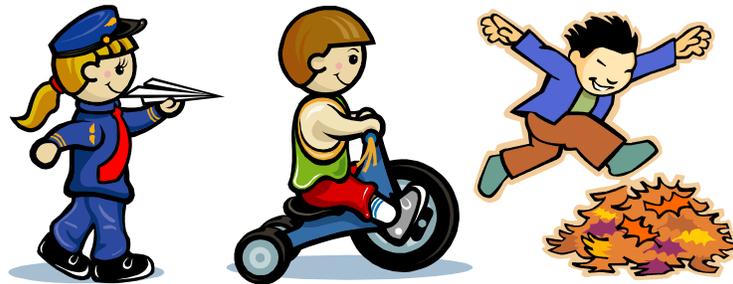


Early Years Policy

Members of staff responsible: Mrs. Angela Oxenbury

Date approved by the Early Years Governor:

Date to be reviewed: Sept 2022



"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 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."

Early years foundation stage (EYFS) statutory framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

31 March 2021

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school all children join us at the beginning of the school year in which they are five.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Powerstock Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences.' All children at Powerstock Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school 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 planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds where necessary.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment 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;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to 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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Powerstock Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2007. 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.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- 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.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Powerstock Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;

- Giving the children have the opportunity to spend time with their teacher, in the classroom, with their parents before starting at school during a morning visit to the classroom. This also includes a full tour of the school and a visit to the dining hall.
- 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 reception class and allowing free access to the children's observation books.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents in the first two terms at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive 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 collaboration between child, school and parents: maths mornings, nativity plays and singing concerts, Sports Day etc.
- Encouraging parents to contribute observations and 'wow moments' in the children's observation books.
- Encouraging parents to make comments in their child's reading diary.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts as a 'Key Person' to all children in EYFS, supported by the Teaching Assistant.

We have good links with the many pre-schools that serve us. Regular visits are undertaken by the EYFS teacher where the needs and achievements of the transferring children are discussed.

Enabling Environments

At Powerstock Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This 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 learning.

Observation, Assessment and Planning

The Planning within the EYFS starts with the Long-Term Provision Plan. Medium Term Plans are based on the children's interest and are child led.

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 observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual Learning Journey books. They also contain information provided by parents and other settings.

At Powerstock Primary School, we use a pupil Tracker to record judgements against the EYFS Profile each half term. Each child's level of development is recorded against the assessment scales. A new EYFS framework was implemented in September 2021.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

The Learning Environment

The EYFS classroom part of the Burton Classroom. The children are also able to use the garden area outside the classroom. The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Where possible the children are able to access the equipment that they wish to use. The EYFS class has its own outdoor area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children 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 areas of learning. We also make full use of our outstanding physical environment to support the teaching and learning.

Learning and Development

At Powerstock Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

The EYFS is made up of Prime and Specific areas of learning:

Prime Areas

Personal, Social and Emotional Development

Self-regulation

Managing self

Building relationships

Physical Development

Gross motor skills

Fine motor skills

Communication and Language

Listening, attention and understanding

Speaking

Specific areas

Literacy

Comprehension

Word Reading

Writing

Mathematics

Number

Numerical patterns

Understanding the World

Past and present

People culture and communities

The Natural world

Expressive Arts and Design

Creating with materials

Being imaginative and Expressive

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Play

In planning and guiding what children learn, we recognise that children develop at different rates and we try to adjust our practice appropriately.

Three 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

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject co-ordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

EYFS leader..... Date.....

EYFS Governor..... Date