



Elloughton Primary School: Policies, Procedures, Codes & Guidance

Early Years Foundation Stage Policy Summer Term 2020

Purpose

Every child deserves the best possible start in life and support to achieve their full 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."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Elloughton School children start attending at the beginning of the school year in which they turn five.

Positive Relationships with parents, preschool providers, the community and the children themselves is crucial to our school. Every child is a unique child and we aim to foster and encourage respect for his/her individuality, providing it is positive and does not harm or hurt others in our school community. We endeavour to involve parents in the education of their children and regard them as the main educators as well as being essential valuable partners. Children joining our school have already learnt a great deal. They have attended one of the settings within our Early Years Partnership or the wider community.

The Early Years education we offer our children is based on the following principals:

- It builds on what our children already know and do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, a curriculum that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich stimulating environment.

We aim to provide an enabling environment designed and enhanced to give every child the best possible opportunity to learn and develop to their utmost potential.

The Vision of the Foundation Stage

Children who attend our Early Years Unit welcomed, valued, safe and secure in an environment that builds upon each individuals wants, needs and interests. The children build strong relationships and bonds with key adults ensuring they feel cared for and esteemed, which allows them to explore and learn whilst feeling safe and secure. They develop good communication skills through positive interaction with adults and peers that aids them in becoming literate for life. Children develop lively, enquiring minds with a love of learning and a lifetime of curiosity.

They have many great opportunities to ask questions and be interested in the answers, to solve problems and think critically. Children develop their knowledge and skills to their full potential in every area of the curriculum in order that they can grow into independent, self-motivated, caring and sharing members of society. At every opportunity children connect their learning with real life experiences, linking new knowledge and skills to their own lives



Elloughton Primary School: Policies, Procedures, Codes & Guidance

to establish a solid foundation for future learning. The individuality of each child is mirrored within the environment and the activities provided. Each Child's curiosity and interests are highly valued and are used to create excited and determined individuals that want to learn and find out about the world they live in.

Aims of the Foundation Stage

- To provide a safe and nurturing environment that enables positive relationships between the child and key person.
- To roll out an inclusive curriculum that considers each child as an individual, and resources and provides a setting that ensures each and every child reaches their full learning potential.
- To become part of an extended family-creating partnerships and valuing the contributions of parents and the wider community.
- To support children in their transition in their first school years and ensure learning is a positive experience.
- To establish a purposeful and organised learning environment, where displays are interactive to stimulate and promote learning.
- To encourage children to learn through their own experiences and develop learning through particular interests and activities that show increased levels of fascination.
- To allow children to learn through their mistakes, and to help them to 'bounce back' and become a more resilient and confident learner.
- To develop and establish the building blocks of learning, to create a strong foundation for the development of independent lifelong learning.
- To support and scaffold children through their personal learning journeys and develop their understanding of what they have done well and how they can continue to improve.
- To create children that have a 'can do' attitude, those that seek out a challenge and take appropriate risks in their learning
- To be passionate, and caring practitioners for young children at Elloughton Primary School.

The EYFS Curriculum

The EYFS is organised into seven areas of learning. There are three prime areas which are fundamental in supporting learning to an additional four specific areas of learning, and the three characteristics set out below:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics



Elloughton Primary School: Policies, Procedures, Codes & Guidance

- Understanding the world
- Expressive arts and design

The learning characteristics:

- Playing and exploring
- Active learning
- Creating and thinking critically

The EYFS contains sets of objectives split into age bands for babies and young children. In school our focus is generally within the bands 30-50months to 40-60 months and the Early Learning Goals. Children aim to achieve the Early Learning Goals which appear in the last developmental band by the time they leave the Foundation Stage. These establish expectations for most children to reach by the end of the Foundation Stage, but are not a curriculum in themselves. EYFS provides the basis of planning throughout the Foundation Stage, so laying secure foundations for future learning. We recognise that the characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are the vital elements of support for the transition process from EYFS to Year 1.

Teaching & Learning Style

The general features of good practice in our school that relate to Early Years Foundation Stage are:

- The partnership between the 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;
- The carefully planned curriculum indoors and out that helps children achieve the Early Learning Goals by the end of the Early Years Foundation Stage;
- 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 regularly shared with parents;
- The good relationship between our school and the settings that our children experience prior to joining our school;
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- The regular identification of training needs of all adults working within the Early Years Foundation Stage.



Elloughton Primary School: Policies, Procedures, Codes & Guidance

Assessment

Assessments will be based primarily on observation of daily activities and events. Practitioners will note in particular the learning which the child demonstrates spontaneously, independently and consistently in a range of contexts. For each child in our EYFS setting there will be a learning journey that will contain observations of day to day interactions, knowledge of the child, information from parents/carers and information from relevant adults. These will be used to assess the child's development through the ages and stages and into the EYFS profile which will be completed at the end of the year. To complete the EYFS profile the practitioner will make a judgement for each ELG as to whether the child's learning and development is best described by:

- The description of the level of development expected at the end of the EYFS (expected);
- Not yet at the level of description expected at the end of the EYFS (emerging);

Or

- Beyond the level of development expected at the end of the EYFS (exceeding)

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

We believe that well planned and purposeful play is vital in encouraging young children to learn. We plan, organise and resource the indoor and outdoor spaces appropriately. Through play our children explore and develop learning experience, which help them to make sense of the world. Our policy on Play defines the features of effective play in our school (See appendix 1).

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise 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.

Active Learning

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their

confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.



Elloughton Primary School: Policies, Procedures, Codes & Guidance

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

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. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS.

Children’s knowledge, skills and understanding within each area of the curriculum will be developed through a combination of teacher-led learning, supported and guided group time, play-based learning, and time to develop their knowledge and skills independently.

Although adults in the EYFS will support and scaffold pupils learning to enable them to reach their full potential there will be a wide range of opportunities for children to develop and progress independently through play-based learning known as ‘Areas of Continuous Provision’ or ‘Free Flow Learning’.

On a daily basis children will experience a balance between group focused and independent or supported Free Flow learning.

Admissions

Our current admissions arrangements are in line with East Riding Council.



Elloughton Primary School: Policies, Procedures, Codes & Guidance

Induction into school

Working in partnership with:

- **Parents and children**

We feel it is vital for children and their parents to be given the opportunity to meet their teacher and become familiar with the school environment before they officially start school. We begin this process by inviting the children and parents to a 'stay and play' session where they can experience firsthand the range of activities we have to offer. We offer a homevisit to children who are new to our setting. They then attend subsequent sessions during the term before they start full time education.

There is a Welcome Meeting for parents where they are given a presentation on the Early Years Foundation Stage at our school. They have the opportunity to talk to other parents, to the Headteacher, and to chat informally to members of the EYFS team.

- **The Community**

The South Hunsley Early Years Partnership is a network of local providers of Early Years education and care in the local area. These meetings are a forum to share transition issues and give opportunities for practitioners to discuss their settings, the way they work, and any issues relating to the children moving on.

We run events allowing the children who would potentially enter our setting to become familiar with EYFS staff, and enables us to develop an early knowledge of the children.

Transition to Key Stage One

Careful planning and liaison between staff ensures the transition from the Foundation Stage to Key Stage One is as smooth as possible. The children are given the opportunity to get to know their new teacher through different sessions, and visits to their new classroom during the summer term. With the characteristics of effective learning being such a central role and running through and underpinning all seven areas of learning and development, representing processes rather than outcomes, information describing the child's characteristics of effective learning will be provided to Year 1 teachers as a vital background and context when considering a child's next stage of development and future learning needs.

Race Equality

We will endeavour to ensure that all teaching in the Early Years and resources purchased will be free from bias.



Elloughton Primary School: Policies, Procedures, Codes & Guidance

A Unique Child

At Elloughton 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. We use praise and encouragement to help children to develop a positive attitude to learning and reinforce the values from our moral compass.

Inclusion

At Elloughton Primary School we believe that all our children matter. All children and their families are valued within our school. 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.

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;
- monitoring children's progress and taking action to provide support or extend and challenge learning as necessary.
- Using resources which reflect diversity and are free from discrimination and stereotyping.

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.

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 Elloughton 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.



Elloughton Primary School: Policies, Procedures, Codes & Guidance

- 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 are 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 ensure children can be seen and heard at all times within the inside and outside environments.

We endeavour to meet all these requirements.

Positive Relationships

At Elloughton Primary School we recognise that children learn to be strong independent from 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 already played, and will continue to play, in educating the children. We do this through:

- our home visit programme which enables the EYFS Leader to meet all the children and their parents before they start school;
- providing the children with the opportunity to spend time in school during the Summer term before they start;
- inviting the parents to an induction meeting during the term before their child starts school;
- encouraging parents to talk to the child's teacher if there are any concerns;
- providing parents with regular opportunities to talk about their child's progress, both through termly parents evenings, and at other times as the need arises;
- providing parents with regular opportunities to share their child's learning journey.
- Encouraging parents to support the learning done in school and to take an active part in the learning process.
- Providing realistic targets for children.
- Providing an EYFS handbook outlining provision/daily routines.

Key Workers

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. All the children will be allocated a Key Workers.

Monitoring

The Headteacher, Early Years Foundation Stage leader, subject leaders and EYFS governor carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule



Elloughton Primary School: Policies, Procedures, Codes & Guidance

Adoption, Approval, Sign Off

Signed	
On behalf of	FGB/Committee/Gov/HT
Date	DD/MM/YY

Document Control

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Notes	

Appendix A

POLICY FOR PLAY

The aims of this play policy are:

- To raise the awareness of the need for play by all adults/parents/carers
- To plan for play and identify opportunities for extending play
- To provide equality of access to play
- To clarify the role of the adults
- To ensure that the environment and resources are conducive to quality play.

Definition of Play

Play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.

Why Play is important

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development. They practise and build on ideas, and learn to understand the need for rules.



Elloughton Primary School: Policies, Procedures, Codes & Guidance

They have the opportunity to think creatively alongside other children, and communicate with others as they investigate and solve problems.

Planning for Play

Adult Involvement

Play comes naturally and spontaneously to most children, though some need adult support.

This is done through:

- Practitioners plan and resource a challenging environment where children's play can be supported and extended
- Practitioners can extend and develop children's language and communication in their play through sensitive observation and appropriate intervention
- Practitioners always intervene in play if it is racist, sexist or in any way offensive, unsafe, violent or bullying

Assessment

Assessment can take place at any time. It can be planned or spontaneous. Assessment can take place when children are playing. This is then analysed and used to plan for the next steps in children's learning.

We provide:

- Space
- Time
- Stimulus and materials
- Adult encouragement and interest
- Equality of opportunity for all children

We make provision for play so that there are opportunities to:

- explore materials both inside and outside
- develop role play
- develop concentration
- develop speaking and listening
- enhance social skills

How we are making this provision:

- Through a structured framework
- Allowing play to develop over varying lengths of time
- Appropriate and accessible storage of equipment

Quality Play – what does it provide?

- It enables children to develop and learn
- It allows children to develop the feelings of involvement and well being
- It gives opportunity to sustain play over a period of time
- It is carried through to an ending that the children find satisfying
- The individual child concerned is absorbed by the play
- It is fun and enjoyed by the children, in differing degrees.