



celtic cross
education

Veryan C of E Primary School

Early Years Foundation Stage Procedure / Policy

Rationale

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.’

Statutory framework for the early years foundation stage pg5 (April 2017)

The following documents should be read in conjunction with this policy: Admissions Policy, Health and Safety Policy, Safeguarding, Equal Opportunities Policy; Inclusion Policy; Behaviour Policy.

Aim

We aim to provide:

- The highest quality care and education for all our children thereby giving them a strong foundation for their future learning.
- A safe and happy environment with motivating and enjoyable learning experiences that meet the learning and development needs of each individual child, enabling them to become confident and successful life-long learners.
- Effective partnership working between practitioners and parents, and/or carers, to ensure that every child's needs are met and every child is able to reach their full potential.

We recognise the EYFS as a distinct and important phase in every child's early education:

‘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.’

Statutory framework for the early years foundation stage pg5 (March 2014)

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within all Early Years settings.

- 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.
- Children develop and learn in different ways and at different rates.

Principles into Practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning;

- Promote equality of opportunity and anti-discriminatory practice;
- Provide early intervention for those children who require additional support;
- Work in partnership with parents, and/or carers, and within the wider context;
- Plan challenging learning experiences, based on the individual child's needs and interests.

The Foundation Stage Curriculum

The curriculum is embedded within a play-based approach to learning as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Statutory framework for the early years foundation stage pg9 (March 2014)

We plan experiences and activities based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the Early Learning Goals.

We create a stimulating environment providing opportunities for children to 'free-flow' between the inside and outdoor environment.

We acknowledge that all seven areas of learning and development are important and interconnected.

We provide children with a range of rich, meaningful first-hand experiences, in which they can explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We recognise that the three **prime areas** are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, from relationships and thrive.

These areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for future learning.

- **Communication and Language:** Listening and attention; Understanding; Speaking.

- **Physical Development:** Moving and handling; Health and Self-care.

- **Personal, Social and Emotional Development:** Self-confidence and Self-awareness

Managing feelings and behaviour

Making relationships

Children are also supported through the four **specific areas**, through which the three prime areas are strengthened and applied.

- **Literacy:** *Reading; Writing.*
- **Mathematics:** *Numbers; Shape, space and measures.*
- **Understanding the World:** *People and communities; The world; Technology.*
- **Expressive Arts and Design:** *Exploring and using media and materials; Being imaginative*

Foundation Stage Planning

In the Foundation Stage our planning is reflective and formed in response to children's interests and needs; which are identified through observation.

Children learn through a balance of child-initiated and adult-directed sessions:-

- **Child initiated sessions** - Our enhanced provision is planned in advance, to support our topics and skills focus, and also 'in the moment' in response to the changing needs and interests of the children.
- **Adult Directed Sessions** - We plan and deliver Adult Directed activities in whole class, small group and individual situations linked to the seven areas of learning. Daily Read, Write, Inc phonics sessions are taught in ability groups.

Our planning and provision is embedded within the three Characteristics of Effective Learning (COEL):

- **Playing and exploring** – children investigate and explore the world around them, 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.

Statutory framework for the early years foundation stage pg5 (March 2014)

Observation and Assessment

We understand that 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. As part of our daily practice we observe and assess children's development and learning to identify and better understand their level of achievement, interests and learning styles, and to shape and inform next steps.

Each child has their own personal 'Learning Journal' which is kept electronically on Tapestry. Observations are added regularly by staff and parents and are assessed against the COEL and EYFS curriculum statements.

In, the final term of the year in which the pupil reaches age five, and no later than 30th June in that term, the EYFS profile is completed for each child, providing

parents and carers, practitioners and teachers with a well-rounded picture of the child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year one. The Profile reflects: ongoing observations, records held by the school, discussions with parents and carers, and any other relevant information provided by other agencies.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment, and provide a curriculum, which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. Please see our separate policies and procedures on Health and Safety, Child Protection; Healthy Schools, Medical issues.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity and Learning Support.

Parents as Partners and the wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

We encourage parents and carers to add and respond to observations on Tapestry, as often as possible, to maintain regular two-way communication between home and school.

In the autumn and spring terms, parents are invited to attend parent's evenings to discuss their child's wellbeing and progress. Also, in the autumn term, we invite parents in to the classroom to observe a phonics session. In the summer term, we provide parents with a report showing their child's level of development against each of the Early Learning Goals and the characteristics of their learning. Parents are given the opportunity to discuss their child's judgements and next steps with the EYFS teacher in preparation for Year One.

Our aim is to build trusted relationships with parents and carers, through which we can work together to ensure that every child is given the best opportunity to reach their full potential and develop a positive attitude towards learning.

Date of next review

September 2021