

Farthinghoe Community Primary School



EYFS Policy

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 age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right'(Statutory Framework for Early Years Foundation Stage DfE March 2017).

Principles

The Early Years Foundation Stage (EYFS) is based upon four principles:

A unique child. 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 as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships. We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments. We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and development. Children are able to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Children are able to find and locate equipment and resources and to select activities independently.

Early childhood is the foundation on which children build the rest of their lives. At Farthinghoe Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS is for children from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through an holistic approach to learning ensuring that parents and guardians, support staff and the teaching staff work effectively together to support the learning and development of the children in their charge.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the EYFS is to help young children achieve these five outcomes.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Farthinghoe Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

Learning and Development

Learning and development is categorised into three prime areas of learning:

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

Additionally there are four specific areas of learning:

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

Achievement of these prime and specific areas of learning is by:

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

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

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 long, short and recorded observations and this involves the teacher and other adults as appropriate. These observations are recorded and used to inform the Senior Leadership Team. The parents and guardians are given the opportunity to meet with the Foundation Stage Teacher at regular points throughout the year and, at the end of the third term, we provide a written summary in relation to the children's early learning goals to parents and guardians.

Learning Through Play

At Farthinghoe Primary School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

The Induction Process

During the Summer Term prior to starting school the following September the following visits are conducted:

- Where possible, foundation staff will visit each child in their home environment.

- Each child and their parents and carers will be invited to spend some time at Farthinghoe Primary School in order to familiarise themselves with both the staff and the school environment.
- Children will be invited to visit on Friday afternoons during the summer term

Children entering the Foundation Stage are not of statutory school age until the term after their fifth birthday and so parents in consultation with staff are free to have a flexible approach to the structure of the week.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

- We will publish a termly newsletter detailing the areas of learning and the overarching theme of the term or half-term.
- There will be an information session in the first half term, detailing the teaching of phonics and reading (for more information on teaching of reading and phonics see school web site)
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- There will be opportunities for parents and carers to visit the school on open days, school productions, parents evenings etc.
- Each child will have a Home/school book in which parents can record achievements, events etc. that occur at home.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary. In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Additional Policies

Intimate Care
Safeguarding
Inclusion

This policy has been reviewed by the Governing Body in their meeting on the 19th June 2019

This policy to be reviewed every 2 years or as required.