

## Fountains Earth Primary School

### Early Years Foundation Stage Policy

#### Introduction

*"Every child deserves the best possible start in life and support to fulfil their 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."*

"Early Years Foundation Stage Profile"  
Department for Children, Schools and Families 2012

#### Principles

The 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 adult led and adult initiated experiences to extend their learning.
- **Learning and development.** The 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. Children are encouraged to utilise equipment and resources independently to consolidate their learning.

Early childhood is the foundation on which children build the rest of their lives. At Fountains Earth 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 for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is our task to build upon that prior learning experience. This is done through a holistic approach to

learning ensuring that the EYFS practitioners work effectively with the children and their families to support the learning and development of all children.

## 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.

At Fountains Earth, we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to achieve 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 Fountains Earth Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of all children, including those with additional needs.
- Provide a broad, balanced, relevant and meaningful 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 at their own unique rate.
- 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 thrive, 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.

## Learning and Development: EYFS

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.

The EYFS curriculum is unique and designed to encourage and promote active learning through play based activity. The carefully planned and balanced mixture of teacher led and child led tasks provide a stimulating and appropriately challenging curriculum that encourages individual children to consolidate their learning experiences through self initiated activity.

Key aspects of effective learning include children;

- being willing to have a go
- being involved and concentrating
- having their own ideas
- choosing ways to do things
- enjoying their achievements

### **Observation, Assessment and Planning**

A highly effective observation, assessment and planning cycle is the key to making children's learning effective, exciting, varied and progressive.

Ongoing observations and assessments are made continuously and are part of every child led, adult led or adult initiated learning experience. These assessments may be recorded (photographs, or in writing) and may be of varying lengths, depending upon the experience. These observations, together with work the child sees as significant are compiled in Learning Journey books which are regularly shared with the parents.

These ongoing observations and assessments feed into planned adult initiated and adult led learning experiences, which in turn feed into child led experiences.

Adult led experiences in which the more specific areas of learning (specifically Literacy and Mathematics) are focussed upon are planned for on a weekly basis. Assessments are made during each adult led session; these feed back into the planning cycle. More formal assessments of the children's knowledge and skill within phonics and mental maths are carried out on a regular basis. Changes to the groupings and content are made in light of these assessments. In addition, a writing assessment is made towards the end of each term.

### **The Transition Process**

In order to provide all children with a successful, happy transition into EYFS at Fountains Earth, we have the following policy for children starting at our school:

## Reception

- Prior to starting at Fountains Earth, EYFS staff will aim to carry out a visit to the nursery or playgroup setting the child attends during the June/July prior to the September in which they are due to start.
- Three half days and one full transition day will be offered to all children during June/July.
- A welcome meeting for parents of new reception children will be held during the summer term prior to the child starting reception. Parents will be provided with important information such as school routines, uniform requirements etc. and will have the opportunity to meet with staff and look around the school.

## 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 in our school. 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 develop this working relationship between the school and parents and carers as follows:

- Each child will have a Learning Journey book, in which the child's learning and achievements are shared between home and school. These special books will go home on a regular basis. Contributions from home are encouraged in these books, to assist in building a rounded picture of the individual child.
- Each child in reception will have a reading planner in which teaching staff, and parents record early reading activities which are carried out on an individual basis. These books also are a valuable way of communicating from school to home and vice versa.
- We will hold two parents' evenings in order to discuss more formally how the child is progressing;
- A newsletter will be provided to parents at the beginning of each term, detailing any significant information and giving an overview of the topics to be covered how parents can best support their child's learning and development.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Should EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- During the Autumn term, a phonics evening will take place, in which parents of children within the EYFS and KS1 are provided with an overview of how phonics is taught at Fountains Earth, and practical ideas for how to help children to read and write at home.
- At the end of the year, we will invite parents and guardians to visit the school informally in order to fully appreciate and celebrate the learning and development which has taken place throughout the year.

## **Intimate Care**

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Any concerns regarding starting school expressed by parents or carers will be handled sensitively, ensuring the child's welfare and well-being are prioritised.

## **Inclusion and Equal Opportunities**

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. Children who are identified as having special educational needs are added to the school's SEN register and have a 'wave provision map', which highlights the unique, additional provision and support that the child will be given. At all stages of this process, parents will be fully informed, and we work closely with parents to ensure that the additional support is effective and is meeting the needs of the child. Some children who have more specific medical needs will have 'health care plans', which will be put together with parental involvement and shared with all staff within school.

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.

J Morrell (Early Years teacher) Spring term 2015 .....

J Brown (Head teacher) .....

Review Spring 2016 .....