



Lamberhurst St Mary's CEP (VC) School

Early Years Foundation Stage Policy

1st Edition

This policy will be reviewed every three years and at any other time if changes are required to comply with changes in legislation, regulation or national or KCC advice. Any amendments will require the approval of the full Governing Body. A copy is stored online in the Teacher Area of the school server.

Date of approval by Governing Body	20 May 2019
Signature of Chair of Governors	Mr P Edgesmith
Signature of Headteacher	Mrs C Bromley
Date Due for review	Summer Term 2022

Disclaimer

Kent County Council (KCC) and the leadership of Lamberhurst St Mary's Primary School make every effort to ensure that the information in this document is accurate and up to date. If errors are brought to our attention, we will correct them as soon as practicable. Nevertheless, KCC and its employees cannot accept responsibility for any loss, damage or inconvenience caused as a result of reliance on any content in this publication.

Introduction

“Every child deserves the best possible start in life and support to 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.

When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance”. (DfE 2014)

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. Every pupil has a bespoke Induction Plan to suit their needs and the needs of their family. This plan has the option to attend full time from the first day of term or have a ‘Part Time Induction’ which builds up to full time attendance.

Principles

The EYFS is based upon four principles:

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

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.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Lamberhurst St Mary’s CoE 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. 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 are 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.

Safeguarding Children

The school takes its child protection responsibilities very seriously. Any concerns which the school has will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Child Protection and Safeguarding Policy can be accessed on the school website or by asking for a copy from the school office..

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." (DfE 2014)

At Lamberhurst St Mary's 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. 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

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.

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;

- visiting children in their preschool settings;
- the children have the opportunity to spend time with their teacher in their new class before starting school during induction afternoons in July;
- 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 regular access to their child's 'Learning Journal' books;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress, the child is also invited to this meeting. 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, including: Celebration assemblies, Class assemblies, Sports Day, Open Day etc;
- Encouraging parents to support their child in homework tasks.

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 a 'Key Person' to all children in EYFS, supported by the Teaching Assistant.

We have good links with our main feeder pre-schools. Regular visits are undertaken by the EYFS teacher. The EYFS teacher meets with staff to discuss new intake children. Staff and children from preschool are regularly invited to school events.

Enabling environments

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 the children's interests, development and learning before planning challenging but achievable activities and experiences to extend their learning.

Observation, Assessment and Planning

The Planning within the EYFS uses a Long Term Plan and Medium Term Plans (MTP's), which are based around topics and themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

The planning within the EYFS also takes into account ongoing observations and assessments of the children's interests, strengths and areas which need to be focused on for the class, groups or individuals. Each term the teacher discusses with the children what they would like to learn about and what resources they would like provided. This information is then used alongside Long Term plans and ongoing assessments of the children to inform Medium Term and Weekly planning.

Assessment in the EYFS predominantly takes the form of observation. Formative assessment involves the teacher and other adults making notes about the children's significant developments in learning whilst scaffolding the children's activities and learning.

The school uses its own in-school generated system of School Tracking Sheets and Venn Diagrams to track pupils' progress and share appropriate information with parents and carers. Information is shared with parents three times per year at Parent Consultation meetings, a Mid-Year report in February, and an End of Year Report in July.

The Learning Environment

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 or rest. The indoor and outdoor classroom environment is set up to reflect and support the seven areas of learning in the EYFS curriculum. Clearly labelled and easily accessible resources enable children to find and locate equipment independently. The classroom is stimulating and forever changing. The EYFS class has its own enclosed outdoor area. There is free flow between the outdoor and indoor areas.

Learning and development

At Lamberhurst St Mary's 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 inter connected.

Teaching and Learning Style

Effective teaching and learning styles in the EYFS are based on:

- 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.

Characteristics of Effective Learning

Playing and exploring, active learning and creating and thinking critically are embedded into all activities as they underpin learning and development across all areas of learning and support the child to remain an effective and motivated learner.

Playing and exploring

“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.”

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 satisfactions as they take ownership of their learning.

Creative 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 EYFS is made up of seven areas of learning:

The **prime** areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The **specific** areas:

- 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.

Monitoring

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. The named Governor responsible for the EYFS class is Mrs Turner-Moore. This governor will discuss EYFS practice with the practitioners regularly.

The Senior Leadership Team will carry out monitoring on the EYFS provision as part of the whole school monitoring schedule.