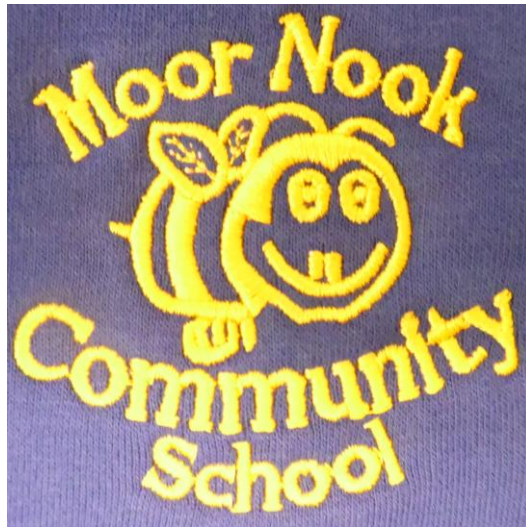


# **Moor Nook Community Primary School**



## **Early Years Foundation Stage Policy**

**September 2020**

**Moor Nook Primary School aims to provide quality teaching and learning outcomes for all its pupils.**

*“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. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”*

(‘The Statutory Framework for the Early Years Foundation Stage.’ DFE 2012).

### **Key Aims and Principals of the Early Years Policy**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The EYFS is based upon 4 principles:

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

### **A Unique Child**

At Moor Nook Community 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, 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 children to develop a positive attitude to learning. We aim to ensure that children become confident, enthusiastic and motivated to learn. We recognise that all children are individuals and we celebrate their individuality and teach children to respect each others’ differences.

### **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Moor Nook Community 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 and individual needs 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;
- 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;
- developing positive relationships with children by adopting a key person system where each child has a significant other who they can always turn to.
- providing a positive emotional environment, and encouraging children to talk about their feelings and to interact and play with each other harmoniously.

## **Safety**

Safety is at the heart of our Early Years Foundation Stage. 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. The children are involved in devising class rules in order for them to take ownership and have a good understanding of the rules. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. The children are counted in and out of the school building at all times. Eg playtimes and lunchtimes etc. Children cannot be collected by an alternative adult unless we have had consent from the parents. All adults in foundation stage have undertaken safeguarding training and understand how to keep children safe. They are all fully aware of the policies and procedures to follow. We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy). There are qualified paediatric first aiders who work within foundation stage. They are responsible for dealing with any injuries and administering medication. Parents have to sign to consent to their child receiving medication in school.

## **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 Moor Nook 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 2012. 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 endeavor to meet all these requirements.

## **Positive Relationships**

At Moor Nook Community Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. All

foundation stage staff are easily approachable and are sensitive to the needs of parents. Parents are greeted each morning by members of staff from each class allowing them the opportunity to discuss any concerns etc.

### **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 played, and their future role, in educating the children. We do this through:

- inviting all parents to an open evening where they have the opportunity to look around the setting and talk to the staff in foundation stage.
- Each child has a parent meeting at the start of the year where it gives practitioners the opportunity to speak to parents 1:1.
- Parents are also invited to attend their child's first session in order for us to be able to speak further to them about their child before they start school and to develop relationships with parents.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- During the autumn term, parents are invited to a 'home reading' and 'guide to phonics' sessions. Parents are informed of how to help their child with phonics and reading at home. This helps to provide consistency for the children.
- Parents are also invited to sessions regarding the curriculum and assessment. 'Magic Moment' sheets are given out to parents to fill in about their child. This enables parents to have input in their child's assessments.
- Parents are invited to special assemblies.
- Parents are invited into the setting to look at their child's 'Learning Journey' with their child.

There is a formal meeting for parents twice a year, at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of the Foundation Stage and they are invited to come and discuss with the class teacher the content of their child's report.

### **Enabling Environments**

At Moor Nook Community Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning enjoyable, challenging, achievable activities and experiences to extend the children's learning.

### **The Learning Environment**

The environment 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. The unit is set up in learning areas, where children are able to find and locate equipment and resources independently.

We have our own outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

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

The Planning within the EYFS is based around half termly themes (predicted interests). These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on planning.

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 observation, and this involves the teachers and all other adults working in foundation stage. These observations are recorded in a variety of ways and used to inform the EYFSP and planning.

Children's progress is monitored each half term using Development Matters. All members of staff are involved in updating the assessments and moderate together in order to provide consistency and to gain a clear picture of each child.

Within the final term of Reception the EYFS, we complete the Early Years Foundation Stage Profile and provide a written summary to parents, reporting their progress against the ELG's and assessment scales. The parents are given the opportunity to discuss these judgements. Parents also receive a written summary describing their child's characteristics of learning.

### **Learning and Development**

At Moor Nook Community Primary School we recognise that children are all unique and learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

#### **Teaching and Learning Style:**

The features of effective teaching and learning that relate to the EYFS are:

- 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;
- 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;
- the relationships between our school and the settings that our children experience prior to joining our school.

### **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.”*

Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. Practitioners observe and report on children's 'Characteristics of Effective Learning':

### **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.

### **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 EYFS is made up of seven areas of learning:

Three prime areas:

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

Four Specific Areas:

- Literacy
- Maths
- 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 which changes throughout the year. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

### **Monitoring and review**

It is the responsibility of the Foundation teachers and staff to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher carries out monitoring of the EYFS through observation and discussion and collecting progress data at the end of each half term.

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