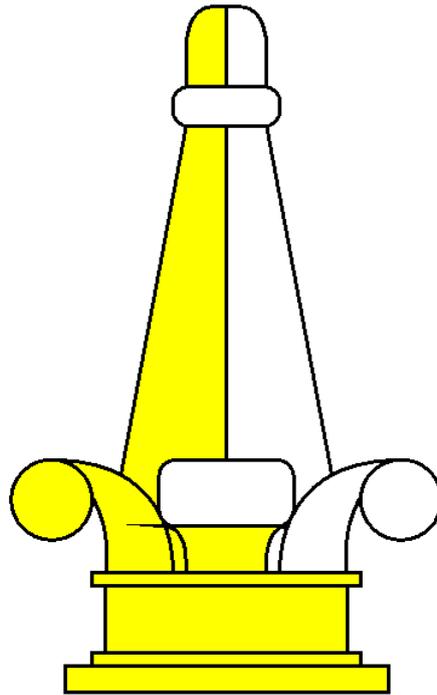


Princess May Early Years Foundation Stage Policy



Princess May
Primary School

EYFS Policy

Princess May Early Years Foundation Stage Policy



Early Years Foundation Stage is used to describe children who are in Nursery and Reception classes.

Our Aim at Princess May Primary is:

- to give each child a happy and positive start to their school life where they can establish a solid foundation on which to expand and foster a deep love of learning;
- to offer each child a wide range of new and exciting experiences by giving them an opportunity to explore, test and consolidate their experiences;
- to enable each child, through high expectations and encouragement to develop intellectually, physically, socially and emotionally.
- to offer a wide range of learning experiences that has different starting points and unlimited opportunity for development;
- to encourage each child to develop independence within a loving, secure and friendly atmosphere;
- to support each child in building relationships through the development of social skills such as cooperation and sharing;

Princess May Early Years Foundation Stage Policy

- to help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

In our setting we adhere to the Statutory Framework of the EYFS and the four guiding principles that helps to shape our practise. They are as follows:

- 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; and
- **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special education needs and disabilities.

Principles into practice

In the Early Years our staff:

- provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using learning through play
- plan challenging and interesting learning experiences, based on the unique child, informed by observation and assessment.
- provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- have a key person approach to develop close relationships with individual children
- provide a secure and safe learning environment indoors and outdoors

Princess May Early Years Foundation Stage Policy

- work in partnership with parents and within the wider context

Foundation Stage Curriculum

We use the EYFS framework to plan an exciting, broad and balanced but challenging curriculum based on our observation of the children's interests, needs and stages of development across the seven areas of learning so as to enable them to achieve or exceed the early learning goals.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The prime areas are;

Communication and language - Listening and attention, Understanding and Speaking

Physical development - Moving and Handling and Health and Self-care

Personal, social and emotional development - Making relationships, Managing feelings and behaviour and Self-confidence and self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

Literacy - Reading and Writing

Mathematics - Numbers and Shape, space and measures

Understanding the World - People and communities, The world and Technology

Princess May Early Years Foundation Stage Policy

Expressive Arts and Design - Exploring and using media and materials and Being Imaginative

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. We plan activities within the setting with these characteristics in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

Playing and Exploring - children investigate and experience things, and 'have a go',

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

With the above in mind children are provided with a wide range of rich, meaningful first-hand experiences in which children investigate, explore, think creatively and are active. We develop and foster positive attitudes towards learning, confidence, communication and physical development.

We write medium term and weekly plans using the EYFS and IPC curriculum which offers experiences in all seven areas of learning. The plans are reviewed by the EYFS lead. These plans then inform our weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

As children enters the Foundation Stage, practitioners focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children

Princess May Early Years Foundation Stage Policy

move through the Early Years and grow in confidence and ability within the three prime areas.

The children are taught in whole group, small group and attainment group. The group changes as the children learning and development progress through the EYFS. Our daily phonics session is taught using 'Letters and Sounds', from the RWI. We use Maths Mastery to deliver Mathematics lesson in Reception. In Literacy a new story book is introduced every two or three weeks which allows practitioners to explore the book with the children. The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development is considered through planned, purposeful play and through a balance of child-initiated and adult-led activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children's thinking skills.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We provide a stimulating environment to encourage children to free-flow between inside and out.

Key Worker System

Our key worker system in the setting is one which is very effective. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Princess May Early Years Foundation Stage Policy

Observation and Assessment

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. (Statutory Framework for EYFS, March 2014)

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways such as taking pictures, tick sheet as well as using special observation sheet. Significant observations of children's achievements are collated using classroom monitor app, Literacy, Maths book, Topic book as well as Events book which are shared with parents. Every term, parents are invited to attend a parents evening where their child's development and progress is shared with them. Every half term we carry out a summative assessment of key targets covered which is used to inform future planning. Reports are written and given to the parents at the end of the year.

Within the final term of Reception, we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Inclusion

We value all our children as individuals at our setting, irrespective of their ethnicity, culture, home language, religion, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support 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.

Princess May Early Years Foundation Stage Policy

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 at the dinner hall as well as following set procedures when children become ill or have an accident.

Parents as Partners and the wider context

We believe that parents and carers are a child's first educator and therefore it is important that they are involved in what we do with their child at school.

Therefore, 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.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible for our children.

We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Transitions

Transitions are carefully thought of and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved within the settings. Children attend introductory sessions in

Princess May Early Years Foundation Stage Policy

Nursery/Reception/Year1 to develop familiarity with the setting and practitioners.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Headteacher: Stephen Spooner

Chair of Governors: Kristofer McGhee

This policy was ratified on: March 2017

Review date: March 2018

Signed by Headteacher:



Signed by Chair of Governor's:
