



Policy: Early Years Foundation Stage Policy

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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. This policy outlines the provision Kingsland C.E Academy offers to all its pupils aged three to five years. The Foundation Stage has its own framework and is therefore treated as a separate key stage.

Aim

At Kingsland C.E Academy we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS '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.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

* 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.

* Children develop and learn in different ways and at different rates.



Principles into practice

As part of our practice we:

- * Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- * Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- * Work in partnership with parents and within the wider context
- * Plan challenging learning experiences, based on the individual 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.

Foundation Stage Curriculum

The EYFS profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observations and assessments.

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The prime areas begin to develop quickly in response to relationships and experiences. They are evident through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

These three areas are the **prime** areas:

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 Behaviours and Self-confidence and Self-awareness

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

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

Expressive Arts and Design - Exploring and Using Media and Being Imaginative

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Practitioners working with the youngest children in Nursery will 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 move through the Early Years at Kingsland C.E Academy and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated 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 further. 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 create a stimulating environment to encourage children to free-flow between inside and outside.



Characteristics of Effective Learning

The characteristics of effective learning describes factors which play a central role in a child's learning and in becoming an effective learner. The characteristics of effective learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes.

- **Playing and Exploring** - children investigate and experience things and events around them and 'have a go'
- **Active Learning** - children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and the world around them. Development is not an automatic process however, it depends on each unique child having opportunities to interact in positive relationships and enabling environments. Development Matters demonstrates how the four themes of the EYFS Framework and the principles that inform them work together to support the development of babies, toddlers and young children within the context of the EYFS framework.

The four guiding principles should shape practice in early years settings and at Kingsland C.E Academy we are committed to underpinning our provision with the four themes of the EYFS:

A unique child + positive relationships + enabling environments = learning and development.

A Unique Child - we believe that every child is a competent learner who can be resilient, capable, confident and self-assured.

Positive relationships - we believe children can be strong and independent as a result of having secure relationships with parents and/or a key person. In a school environment this person will be a key worker or class teacher/teaching assistant. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling environments - the environment plays a key role in supporting and extending children's development and learning. Our classrooms are organised to allow children to explore and learn securely and safely. Each classroom has defined areas of learning, where children are able to find and locate equipment and resources independently.

Learning and development - Children develop and learn in different ways and at different rates, all areas of learning and development are equally important and inter-connecting.

Observation and Assessment - 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. They are used to inform planning and are crucial for making 'next steps' targets. Children give indications of their learning continually through what they say, what they do, how they approach activities, how they problem solve etc, and it is primarily by observing children that judgements are made. Everyone is encouraged to



contribute to discussions that take place. Significant observations of children's achievements are collated in their own personal learning journey.

During each school term, parents are invited to attend a parents evening and reports are written once a year.

Within the final term of Reception, we provide parents 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.

Health and 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 and following set procedures when children become ill or have an accident.

Inclusion

We value all our children as individuals at Kingsland C.E Academy, irrespective of their ethnicity, culture, religion, home language, 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.

Parents as Partners and the Wider Context

We recognise that learning begins at home 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. We invite parents to a range of workshops including Phonics, early reading and maths, which help parents understand how we teach these particular skills. We offer an open door policy for parents with any queries.

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.

We 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 planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory 'Stay and Play' sessions at Nursery during the final term to develop familiarity with the setting and practitioners. Practitioners also undertake home visits during this term. During this final term the current children in Nursery and Reception have a transition period of 2 weeks into their new classes where they become familiar with their new teachers.

Also 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 and the Characteristics of Learning for each child 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.