



William Law C E Primary School

Early Years Foundation Stage Policy

Policy shared with staff on 11/05/2017 [by email/staff briefing]

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 10th May 2017

Signature: Sue Bennett

Policy to be reviewed on: May 2020

This policy is written in line with the Christian values and ethos of our school.

William Law CE Primary School

Policy for Early Years Foundation Stage

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 March 2017.

Introduction

In the Early Years a child's experiences between birth and age five have a major impact on their future life chances. All children join us at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) Key Stage One begins for our children at the beginning of Year One. The Foundation Stage is important in its own right, and in preparing children for later schooling. The Development Matters statements and Early Learning Goals for each area of learning and development set out what is expected of most children by the end of the Foundation Stage.

The EYFS is based upon four principles:

- 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.**

A Unique Child

At William Law CE Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the Learning Powers. They are taught perseverance, independent, self-control, empathy and creativity and imagination. Children learn to be investigative, curious, determined, imaginative, adventurous, co-operative and to use

reasoning. Children begin to understand the concept of the growth mindset. They are taught that they can 'grow their brains' so that they understand that everyone can learn with practice and effort.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school. All children at William Law CE Primary are treated fairly regardless of race, religion or stage of learning. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and 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 through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. Through citizenship teaching and the nurturing programme we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Positive Relationships

We encourage parents to take an active part in their child's education by informing them of the topics to be covered each term and providing them with suggestions as to how they can be involved and what they can do to support this learning. We also invite parents into school to share their skills. We rely on the support of parents and value their role as co-educators.

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

At William Law CE Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise the important role parents play in educating the children. We do this by:

- Talking to parents about their child before their child starts in our school;
- The teacher and teaching assistant visits children in their home setting prior to them starting school;
- The children have the opportunity to spend time with their teacher before starting school;
- Inviting all parents to two induction meetings during the term before their child starts school and attending a social evening in the first term their child starts school;
- Offering parents regular opportunities to talk about their child's progress;
- Inviting parents to attend 'stay and play' sessions during the summer term;
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents in the Autumn and Spring terms, where the teacher and the parents discuss the child's progress with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- Open door policy in the morning, where the parents/carers can come into the classroom to settle their child in and speak to the teacher.
- Parents complete 'Wow cards' of their child's achievements at home; these help us to build up a complete picture of each child's learning.

Enabling Environments

At William Law CE Primary School we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

Observation, Assessment and Planning

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understanding their needs and to plan activities and support. The children's learning and development is assessed in relation to the Development Matters statements and Early Learning Goals. These assessments are made through observations of the children throughout the Foundation Stage and compiled in their Learning Journey. By the end of their Reception year, the Early Years Foundation Stage Profile Report will provide a way of summarising their achievements.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms in the children's individual learning folders. They also contain information provided by parents and other settings. Each child's progress is also recorded against 17 assessment scales derived from the ELGs (Early Learning Goals)

Learning and Development

At William Law CE Primary 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 interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

Areas of Learning and Development

There are seven areas of learning and development and all are important and interconnected.

Three areas are particularly crucial and for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

These three prime areas are:

PRIME AREAS

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

The four specific areas, where the three prime areas are strengthened and applied are:

SPECIFIC AREAS

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
- Children use the outdoor area daily, in all weathers, to enrich their learning.

Each area of learning and development (AOLD) in both the prime and specific areas are split into aspects. Each aspect set out the skills, knowledge and understanding and attitudes which it is hoped children will reach or exceed by the end of the Foundation Stage.

The Development Matters statements and Early Learning Goals provide a basis for planning throughout the Foundation Stage.

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 each Reception Teacher acts a 'Key Person' to all children in their class, supported by the Teaching Assistant.

With a large cohort of children, we draw from an average of 25 pre-school settings each year, from across the city. We work hard to ensure a smooth transition for every child joining our school. Prior to starting school each child is visited at their pre-school by a member of the reception team. Staff and children from the pre-schools closest to the school are also invited to school during the summer term to watch our concert and to play in the reception classrooms.

Play

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practise and build up ideas, learning 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.

This policy links to our whole school policies on:
Curriculum
SEND
Relationships and Sex
Equal Opportunities
Safeguarding

Monitoring and Review

This policy is monitored by the governing body, and will be reviewed every three years.