



## West Row Community Primary School

### Early Years Foundation Stage Policy

*“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.”*

(All quotes, unless otherwise stated, are taken from the Statutory Framework for the Early Years Foundation Stage 2007)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The EYFS is based upon four principles:

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

#### A Unique Child

At West Row 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 sharing assemblies, to encourage children to 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 West Row Community Primary School are treated fairly regardless of gender, 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 interests 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.

It is important to us that all children 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. We aim to protect the physical and psychological well being of all children.

### 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 West Row Community 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 2008. 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**

At West Row Community Primary School we recognise that children can become resilient and independent, learning from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### 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:

- Talking to parents about their child during Home Visits at the start of the school year;
- Children have the opportunity to spend time with their teacher together with their parents before starting school during an afternoon visit.
- We hold a Parent's Induction Evening, providing information about the Foundation Stage and also the whole school before children start with us at West Row.

- Offering parents opportunities to talk about their child's progress formally during Parent Consultation Evenings each term and informally through the child's Home-School Link books.
- Encouraging parents to take advantage of our 'Open door' approach, making appointments, as they feel necessary.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents:
- Providing space in the children's 'Home Learning' books for parent to leave comments relating to the children's achievements.
- We send home a Foundation Stage Newsletter each half term to inform parents of the activities and learning opportunities taking place in school.

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.

## Enabling Environments

At West Row Community Primary School 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 their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

### Observation, Assessment and Planning

The Planning within the EYFS follows the achievements; interests and needs of the children, following careful observation of each child and taking into account each child's Next steps.

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 ongoing observation, and this involves the teacher and other adults as appropriate. The observations are matched to the expectations of the Early Learning Goals.

### The Learning Environment

The Foundation Stage classes are 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 classrooms are set up to ensure learning across the six areas. Children are encouraged to find and locate equipment and resources independently.

The two classes with Foundation Stage pupils have a dedicated enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all six areas of learning.

## Learning and Development

At West Row Community 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 inter connected.

### Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our Foundation Stage class.

Features include:

- 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 progress and clear Next Steps through observations, for each child, which are shared with parents;

## Play

*“Play is an essential part of every child’s life and vital to their development. It is the way children explore the world around them and develop and practise their motor skills. It is essential for physical, emotional and spiritual growth, for intellectual and educational development, and for acquiring social and behavioural skills. Play is a generic term applied to a wide range of activities and behaviours that are satisfying to the child, creative for the child and freely chosen by the child. Children’s play may or may not involve equipment or have an end product. Children play on their own and with others. Their play may be boisterous and energetic or quiet and contemplative, light-hearted or very serious”*

(Children’s Play Council)

Through play in the Foundation Stage 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.

We regularly observe and reflect on children’s spontaneous play. We build on this play by resourcing and planning for a challenging environment, which supports and extends specific areas of children’s learning. We aim to extend and develop children’s language and communication in their play by using different methods such as higher order questioning.

## 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. The children are encouraged to make choices about the learning taking place and the resources available.

### 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 are given opportunities to be creative through all areas of learning, not just through the arts. Adults in the Foundation Stage classes support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children 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 six areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

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 the Early Learning Goals (ELG's) define the expectations for most children to reach by the end of the EYFS.

## Transition

The children and parents have the opportunity to meet their new class teacher before moving on to their new class. The Year 1 classroom is laid out to provide the same opportunities as in the Foundation Stage. The identified Next Steps from the end of the Reception Year are passed on to the new class teacher in order for the child's needs and interests to be planned for. There is planned discussion time for both class teachers to hand over information on each child.

The planning and learning opportunities in Year 1 Autumn term, focus on play based learning opportunities in order to ensure a smooth transition between Foundation Stage and Key Stage 1.

The Year 1 teacher recognises that many children moving into Key Stage 1 are still covered by the Foundation Stage Framework and plan accordingly.

## Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

It is the responsibility of the Foundation Stage Leader to review the policy regularly.

It is the responsibility of the Foundation Stage Leader to discuss EYFS practice with members of the Foundation Stage Team, providing any feedback and raising any issues that require discussion.