

Summerfields

PRIMARY SCHOOL



Early Years Foundation Stage Policy

Reviewed: 2nd February 2017

Next Review: 2nd February 2020

Signed:

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SUMMERFIELDS PRIMARY SCHOOL
FOUNDATION STAGE POLICY

RATIONALE

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. The Early Years Foundation stage applies to children from birth to the end of the Reception year.

AIMS:

- Children's attitudes and dispositions to learning are influenced by feedback from others; use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning
- To value the diversity of individuals within the school. All children at Summerfields Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.
- To 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
- To 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 education 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.
- To keep all children in the school "safe". We aim to educate children on boundaries, rules and limits
- To provide children with choices to help them develop important life skills.
- To allow children to take risks but need to teach them how to recognise and avoid hazards.
- All children join us after a short period of staggered entry.
- 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. We have strong links with Bright Sparks Pre-School and liaise with other Pre-School providers. The Foundation Stage staff receive information and meet with providers to discuss each individual child and their transition process into school.

RESPONSIBILITY AND MONITORING:

- It is the responsibility of the EYFS co-ordinator to monitor this policy and EYFS practice and to report to Head Teacher and Governors on policy, practice and progress.

Signed:

Date:

Review Date:

GUIDELINES

The Early Years Foundation Stage is based upon four themes:

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

At Summerfields Primary:

- 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 receive 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.

Positive Relationships

At Summerfields Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.

- Operating an open door policy for parents with any queries.
- Regularly sharing children's learning with parents and valuing contributions from parents.
- Offering two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents.

Enabling Environments

At Summerfields 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.

Observation, Assessment and Planning:

Foundation Stage staff use observations as the basis for planning being skilled at observing children to identify their achievements, interests and next steps for learning.

These observations then lead the direction of the planning. The staff use the children's interests to plan for themes for which are drawn up into medium term plans. In addition to this the children lead their own short term activity planning on a day to day basis.

This fostering of the children's interest develops a high level of motivation for the children's learning. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside 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. The children can explore, use their senses and be physically active and exuberant.

Learning and Development

There are seven areas of learning and development that must shape education provision in Early Years settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm and for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Assessment

Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school, the children's progress is formally recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals as "emerging", "expected" or "exceeding" and the three characteristics of effective learning - playing and exploring, active learning and creating and thinking critically.

All assessments are carried out in accordance with the Assessment and Reporting Arrangements for EYFS and using up to date exemplification materials.

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level."

Through play 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 needs 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.