

REDHILL COMMUNITY PRIMARY SCHOOL EARLY YEARS FOUNDATION STAGE POLICY

September 2016

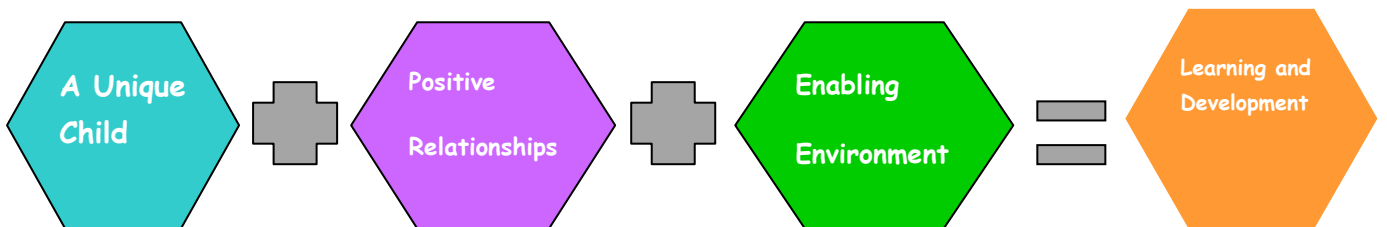
All quotations included in this document are taken from the Revised Early Years Foundation Stage Statutory Framework 2012.

'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 it's 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.'

At Redhill Community Primary School we aim to *'ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'*

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

The EYFS is based upon four themes and 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. Practitioners work in partnership with parents, other settings and agencies to ensure all children achieve and develop.

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 carers.

Children develop and learn in different ways and have different starting points and interests. The Early Years Foundation Stage supports the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

A Unique Child

At Redhill 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. This will be monitored using daily assessment. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, 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 or additional needs. All children at Redhill Primary School are treated fairly regardless of 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, interests and starting points when planning for their next steps in learning.

Planning

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 and interests;
- 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 exciting 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.

Safeguarding

Health and Wellbeing

"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 Redhill 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 2012.

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. **(For further information please see whole school Behaviour Policy)**
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so. **(For further information please see whole school Safeguarding Policy – Safer Recruitment)**
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and experiences tailored to meet their needs. **(For further information please see whole school Inclusion Policy)**
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

(Please see Early Years Image Recording Policy)

We endeavour to meet all these requirements.

- **Please refer to our whole school Safeguarding and Child Protection policy.**
- **Please refer to our Early Years Intimate Care and Toileting policy.**

Online Safety:

Redhill Primary School recognises that ICT and the Internet are fantastic tools for learning and communication that can be used in school to enhance the curriculum, challenge students, and support creativity and independence. Using ICT to interact socially and share ideas can benefit everyone in the school community, but it is important that the use of the Internet and ICT is seen as a responsibility and that students, staff and parents use it appropriately and practice good e-safety.

It is important that all members of the school community are aware of the dangers of using the Internet and how they should conduct themselves online.

Online safety covers the Internet but it also covers mobile phones and other electronic communications technologies **(For further information, please see our Early Years Mobile Phone and Image Recording Policy).**

We know that some adults and young people will misuse these technologies to harm children and adults. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations or actions online, webcam filming, photography or face-to-face meetings. There is a 'duty of care' for any persons working with children and educating all members of the school community on the risks and responsibilities of Online falls under this duty.

It is important that there is a balance between controlling access to the Internet and technology and allowing freedom to explore and use these tools to their full potential. Please see the Redhill Online policy for further information on how we aim to aid regulating ICT activity in school, and provide a good understanding of appropriate ICT use that members of the school community can use as a reference for their conduct online outside of school hours. E-safety is a whole-school issue and responsibility.

Cyber-bullying by pupils or parents will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures, which are outlined in our **Behaviour Policy**.

- **Please refer to our Early Years Mobile Phone, Image Recording and Practitioner Conduct Policies and Procedures.**

Positive Relationships

At Redhill Primary School we recognise that children learn to be strong and independent by forming secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families, other settings and agencies.

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 before their child starts in our school;
- ensuring children have an effective transition into The Redhill Early years Foundation Stage.
- Ensuring Parents are informed about the early Years Foundation Stage Curriculum and learning throughout the year.
- encouraging parents to talk to the child's teacher if there are any concerns.
- Encouraging parents to input into their child's learning journey.

There is a formal meeting for parents in the Autumn and Summer terms at which the teacher and the parent discuss the child's progress with the teacher. Parents receive a report on their child's attainment and progress at the end of 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 child is assigned a 'key person' to work closely with them to settle in and help form close relationships. All children's progress and development are overseen by the class teacher.

Where children attend other settings, we aim to ensure continuity and coherence by sharing information about the children.

Effective Transitions and School Readiness

It is vital that we support children as they transfer through different stages in their life; especially when entering into our school nursery, reception and year 1. At Redhill, transition is a whole year process and not just an event that happens during the Summer Term. We aim to gradually prepare children and parents for their next stage in development by helping them to be school ready. As a school and cluster we have a shared understanding that **school readiness is working in partnership with parents and other agencies to make sure that children possess the skills, knowledge and attitudes necessary for success in school and later learning and life.** Throughout the year, we have events, information, discussions and workshops to help parents to be informed about their child's next steps in learning. We aim to build relationships with children, families, other settings and agencies to get to know about children's interests, preferred styles of learning and any additional needs to ensure they have a smooth transition during different transfer points.

We are working with other settings within our cluster to ensure that robust observations and assessments are completed to improve the accuracy of baseline starting points of children arriving into school.

Enabling Environments

At Redhill Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. Through observation, we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences within the environment to support and extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS is based around half termly themes.. These themes are used by the EYFS teacher as a guide for termly. However, the teacher may alter these in response to the needs, achievements and interests of the children. This will be indicated on weekly planning.

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 is mainly through observation and professional judgement; this involves the all practitioners and parents. These observations are recorded in children's individual learning journeys in a variety of ways (i.e. photographs, examples of work, standardised testing, scenarios) and this is used to inform any future planning.

When planning and assessing children's activities practitioners are encouraged to reflect on and consider the different ways that children learn and reflect this in their practice, observing not only what they children are learning but how they learn and the skills that they use that enable them to do so.

Characteristics of Effective Learning
Playing and exploring - engagement Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning - motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically - thinking Having their own ideas Making links Choosing ways to do things

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and where they best fit within the stages of development. Parents are given the opportunity to discuss these judgements with the teacher.

Health and Safety.

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and expectations of the setting and to help them understand why these rules exist within society. We promote our school rule of "Take Care" to teach children to care of themselves, belongings, peers and own behaviour. We provide children with opportunities to help them develop this important life skill. We feel that children should be allowed to take risks and work independently but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well- being of all children. Indoor and outdoor learning environments are risk assessed along with any special activities (i.e. cooking, local community walks) or education visits.

(For Further information see our Whole School Safeguarding & Behaviour Policy)

The Early Years Foundation Stage is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, creative or be quiet and rest. The unit is organised clearly so that children are areas able to find and located equipment and resources independently.

The Early Years Foundation Stage has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active using gross motor skills. We plan activities and resources each day both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development

At Redhill Primary School, we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- 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;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations;
- the good relationships between our school and the settings that our children experience prior to joining our school.

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. Practitioners support this play and help to teach the skills necessary for children to develop.

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 satisfactions as they take ownership of their learning.

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 should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can 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 7 areas of learning:

Prime Areas

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

Specific Areas:

- Maths
- Literacy
- Understanding the World
- Expressive Arts and Design.

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

Monitoring and review of practice.

It is the responsibility of the Foundation teachers to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher, phase and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

The Early Years Foundation stage is also supported by Staffordshire County Council Entrust services.

Claire Freeman 2016

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