Plumbland CE School

Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, the children join us at the beginning of the Autumn Term, after they turn four.

The EYFS is based upon four principles:

* A unique child
* Positive relationships
* Enabling environments
* Learning and developing

**A unique child**

At Plumbland CE 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 celebrations 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’. All children at Plumbland CE 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 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 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 and children from all social and cultural 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.
* Use a wide range of teaching strategies based on the children’s learning needs.
* Providing a wide range of opportunities to motivate and support children and to help them 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 in the school 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 (See whole school safeguarding Policy).

**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 Plumbland CE School we understand that we are legally required to comply with certain welfare requirements. 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 these children.

We endeavour to meet all of these requirements.

**Positive relationships**

At Plumbland CE School we recognise that children learn to be strong and independent 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 before their child starts in school.
* The children have opportunities to spend time in the Reception class as part of their induction. We also organise joint activities with Pre School in the Summer term.
* Inviting all parents to an induction meeting during the term before their child starts school.
* Encouraging parents to talk to the child’s teacher if there are any concerns. There is a formal meeting in the Autumn term at which the teacher and parent discuss the child’s progress with the teacher. There is a further parents meeting in the Summer Term.
* 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 the EYFS teacher acts as a ‘key person’ to all children in the EYFS supported by the Higher Level Teaching Assistant. Staff in the Foundation Stage meet regularly with the feeder Pre School setting to share good practice and discuss current issues. Where children attend other settings in a day, we aim to ensure continuity and coherence by sharing information about the children.

**Enabling environments**

At Plumbland CE 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 to extend the children’s learning.

**Observation, Assessment and Planning**

The planning within the EYFS is based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated within 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 takes the form of observation and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of ways and are used to inform the Foundation Stage Profile.

Within the final term of the EYFS we provide a written summary to parents, reporting their progress against the Early learning Goals. The parents are given the opportunity to discuss these judgements with the teacher.

**The Learning Environment**

The Foundation Stage class is 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 classroom is set up in learning areas where children are able to find and locate equipment and resources independently. The Foundation stage class has access to an 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. We plan activities both inside and outside enabling the children to develop in all the areas of learning.

**Learning and Development**

At Plumbland CE 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 just as much as they do to the teaching of 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 experience, 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 the EYFS.
* The provision for the 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 school.

**Play**

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.

**Active Learning**

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 over their learning.

**Creativity and Critical Thinking**

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.

**Areas of Learning**

The EYFS is made up of prime areas and four specific areas of learning:

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

Specific:

* Understanding of the World
* Maths
* Literacy
* Expressive Arts and Design

None of these areas can be delivered in isolation from others. They are equally important and depend on each other. All activities are delivered through a balance of adult led and child initiated activities.

 **Monitoring and review**

It is the responsibility of the Early Years Foundation Stage staff to follow the principles

 stated within this policy.

 The headteacher and governors will carry out monitoring of the EYFS through

 observation and discussion as part of the whole school monitoring schedule.

Review date June2026