



TRIMLEY ST. MARTIN

EYFS Policy

Trimley St Martin Primary School
Updated September 2015

Early Years Foundation Stage Policy

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children are admitted into the Foundation Stage in accordance with Suffolk County Council admissions regulations. (Compulsory schooling begins at the start of the term after a child's fifth birthday). Key stage 1 begins for our children at the beginning of Year 1.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it provides a foundation for learning for life;
- it ensures that no child is excluded or disadvantaged, we are responsible for providing an education appropriate to the particular needs of each child;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

The EYFS is based upon four principles:

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

A Unique Child

At Trimley St Martin 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/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion in the Early Years Foundation Stage

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 when planning for their learning.

We set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the Foundation Stage. Some children progress beyond this point. 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 and when appropriate children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a range of teaching strategies based on children's learning;
- 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 all that all children in the school are 'safe'. We 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 Children Policy).

Welfare in the Early Years Foundation Stage

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them."

At Trimley St Martin 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:

- Take all necessary steps to keep children safe and well.
- Be alert to any issues for concern in the child's life at home or elsewhere.
- Promote the good health of children attending the setting, preventing the spread of infection and taking appropriate action when children are ill.
- Must have and implement a behaviour management policy, where behaviour is managed effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure that the premises, furniture and equipment are safe and fit 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 the requirements as set out in the Statutory Framework for the Early Years Foundation Stage.

Positive Relationships

At Trimley St Martin we recognise that children learn to be strong & independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We believe that all parents have an important role to play in the education of their children. 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 our school;
- the children have the opportunity to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our Foundation class;

There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year.

- encouraging parents to talk to the child's teacher if there are any concerns.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through the child's reading record book.

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 EYFS, supported by our EYFS Teaching Assistants. We have good links with local pre-schools. Regular visits are undertaken by EYFS practitioners and staff discuss new intake children. Staff and children from the pre-school are invited to induction mornings. Where children continue to attend preschool provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information.

Enabling Environments

At Trimley St Martin 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 changing but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Years Foundation Stage framework. The experiences that our children meet enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Development Matters section of the EYFS framework identifies the developing knowledge, skills, understanding and attitudes that children will need if they are to achieve the Early Learning Goals by the end of the EYFS. These Development Matters provide the basis for responsive planning throughout the Foundation Stage. Our Long-term planning is a three-term curriculum framework. Our medium term planning is completed half-termly and short term planning on a half weekly basis identifying the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those working towards levels 1 and 2 of the National Curriculum.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves the teacher, early years teaching practitioner and adults as appropriate.

During the first six weeks of the first half-term in the Foundation Stage, the children are assessed against the government approved 'On Entry Baseline Assessment Tool'. Here at Trimley we use 'Early Excellence' (www.eexba.com). This information is sent to the LA to be analysed and used as a baseline to judge progress from Reception to Year 6. We also use this information to modify the teaching programme for individual children and groups of children. This information is shared at the parents' first termly consultation meeting.

At the end of the year, the teacher completes the 'Foundation Profile'. This assesses the children against the end of year expectations and Early Learning Goals. We send the results of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead.

Parents receive an annual report in the summer term that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

The Learning Environment

The EYFS classroom 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 into learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own 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 to explore, use their senses and to be physically active and exuberant. We plan activities and resources for the children to access indoors and outdoors that help children to develop in all 7 areas of learning.

Learning and Development

At Trimley St Martin 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.

Learning and Teaching Style

Our policy on learning and teaching defines the features of effective learning and teaching in our school. These features apply to learning and teaching in the Foundation Stage.

The more general features of good practice in our school that relate to the Foundation Stage 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 achieve the Early Learning Goals by the end of the Foundation Stage;
- 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 the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

Play in the Early Years Foundation Stage

“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 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.

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.

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. 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 seven areas of learning:

3 Prime areas-

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

4 Specific areas

- Literacy
- Mathematics
- Understand 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) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and Review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. The Head teacher and subject coordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Signed:

Mrs Ross- Foundation Stage Leader

Dated: September 2015