

Rosemary Works

Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experience between birth and aged five have a major impact on their future life chances. 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.” (EYFS Framework 2014)

The Early Years Foundation Stage (EYFS) applies to children from pre-Reception Class age (turning 4 September to August) and Reception class (turning 5 September to August)

The Early Years Foundation Stage at Rosemary Works School

Reception-aged children join the school in September in the academic year in which they turn five. They attend school full time.

The EYFS continues until the child finishes the Reception year and moves into Year 1.

The key people, the class teacher visit the children in their nursery setting, in June. There is a parents/carers evening in June for parents/carers to look around the school, develop an understanding of how their child will learn in the Reception class, and meet with some members of staff and senior leaders. The children are invited to visit the classroom in July.

The EYFS is based upon four principles:

- Every child is a unique child
- Children learn to be more independent through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in different ways and at different rates

A Unique Child

At Rosemary Works 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/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at Rosemary Works School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within 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.

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.

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.”

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 these 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)

At Rosemary Works School we understand that we are legally required to comply with certain welfare requirements as stated in the Revised Early Years Foundation Stage Framework 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.
- 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 and that risk assessments are daily carried out and reviewed.
- 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.

Positive 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 our school;
- the children are invited to spend time with the teacher and Reception staff for an morning in June/July before starting school in September;
- inviting all parents to an induction meeting during the Summer term, before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our Reception class - we see the parents/carers every morning and every evening when the bring their children into school;
- encouraging parents to talk to the child's teacher if there are any concerns.

There is a formal meeting for parents in autumn, spring and summer terms at which the teacher and the parents/carers discuss their child's progress.

Parents/carers receive regular reports from Tapestry (an online resource that allows parents access to their children's EYFS progress).

- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Open days, Assemblies, Sports Day, visits to the Library, the Toy Museum, the farm, etc.;

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 is the 'Key Person' to all children in EYFS.

Wider Partnerships

We have good links with the local nursery schools. Visits are undertaken by the EYFS teacher and Head teacher. The EYFS teacher meets with staff at all settings to discuss new intake children. Staff and children from the early years centre are regularly invited to school events (Christmas productions etc.)

Enabling Environments

At Rosemary Works 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 schools' Long Term Plan and Medium Term Plans (MTPs), which are 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 MTPs 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 takes the form of observation, and this involves the teacher, HLTA and teaching assistants.

At Rosemary Works School, we use National Standards to record judgements against the EYFS Profile. Each child's level of development is recorded against the early learning goals. The profile indicates whether each child is meeting or exceeding expected levels of development. If a child is not yet reaching expected levels this is indicated as 'emerging'.

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 in 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 allows the children 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 areas of learning.

Learning and Development

At Rosemary Works 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 school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 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 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 shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Characteristics of effective learning

Playing and Enjoying

“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, 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 seven areas of learning

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

The four specific areas (through which the 3 prime areas are strengthened and applied) are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) 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 senior leader responsible for the EYFS. This senior leader will discuss EYFS practice

with the practitioners regularly and provide feedback to the whole senior leadership team, raising any issues that require discussion.

The Head Teacher will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Date Policy became effective Spring Term 2013

Review Date Autumn Term 2018

Person(s) Responsible for Implementation & Monitoring

Rob Dell (Head Teacher)