



**Beaupré**  
COMMUNITY PRIMARY SCHOOL

# **Early Years Foundation Stage Policy**

This policy was approved

**March 2019**

**This policy should be reviewed annually**

*“Together unlocking the potential of every child, inspiring children, improving lives”*

## EARLY YEARS FOUNDATION STAGE POLICY

“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 its 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.”

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us full time at school in September.

The EYFS is based upon four principles:

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

### A Unique Child

At Beaupre Community 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. 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’. All children at Beaupre Community Primary School are treated fairly regardless of race, religion, culture 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 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, disadvantaged children, 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 and challenge 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.

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 Children 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 Beaupre Community 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. 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 the children.

We endeavour to meet all these requirements.

### **Positive Relationships**

At Beaupre Community Primary 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 and carers 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 through school and home visits.
- The children have the opportunity to spend planned mornings in the Foundation Classroom during the half term before starting school.
- 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 or information that can contribute to next steps and assessments. There is a formal meeting for parents in the Autumn and Spring 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 the EYFS teacher acts as 'Key Person' to all children in EYFS, supported by the Teaching Assistant(s). Staff in the Foundation Unit meet regularly with the feeder pre-school settings and cluster schools to share good practice and discuss current issues.

### **Enabling Environments**

At Beaupre Community 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 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 the 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, TAs and other adults (including parents). These observations are recorded in a variety of ways and used to inform next steps in learning and the end of year judgments against Early Learning Goals (ELGs).

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

## **The Learning Environment**

The Foundation environment 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 environment is set up in learning areas, where children are able to find and locate equipment and resources independently. The Foundation environment 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. We plan activities and resources both inside and outside enabling the children to develop in all areas of learning.

## **Learning and Development**

At Beaupre Community 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 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, extend, challenge 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.

## **Playing and exploring – “children investigate and experience things, and ‘have a go’”**

Children's play reflects their wide ranging and varied interests. 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 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- “children concentrate and keep on trying if they encounter difficulties, and enjoy achievements”**

Children learn best through physical and mental challenges. Active learning occurs when children are motivated and interested providing involvement for sustained periods. 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 – “children have and develop their own ideas, make links between ideas, and develop strategies for doing things.”**

Children should be given opportunity to be creative through all areas of learning, not just through the arts. 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. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, encouraging questioning, clarifying ideas and asking open challenging 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 and 4 specific

### 3 Prime areas

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

### 4 Specific areas

- Literacy
- mathematics
- Understanding of the World
- Expressive arts and Designs

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 children to reach by the end of the EYFS.

## **Monitoring and review**

It is the responsibility of the Foundation teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS class. 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 and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

Reviewed - Michelle Munday & Ruth Eaves January 2019

All quotations included in this document are taken from the Statutory framework for the early years foundation stage March 2014