



## **Joydens Wood Infant School**

### **Early Years Foundation Stage Policy**

We believe that the experiences children take part in from an early age shape their learning. By creating a safe and happy environment with motivating and enjoyable learning experiences we are building lifelong learners with a love of education. These values are underpinned by the four guiding principles from the EYFS guidelines.

#### **We believe:**

- 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;
- 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/or carers; and
- Children develop and learn in different ways and at different rates. The Statutory framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

*Department for Education. Statutory Framework for Early Years Foundation Stage. 2014 Aims and Objectives*

At Joydens Wood Infant we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative, confident and committed to ensuring that all of the children in our care are happy, enthusiastic and purposeful learners.

#### **What do we want to achieve as a result of this policy?**

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the motivation for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and carers and within the wider community.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child initiated.

## **The Early Years Framework**

We offer provision, which takes account of the differing starting points of the children in the Early Years across the seven areas of learning:

**1. Communication and Language.** These outcomes cover important aspects of language development and provide the foundation for literacy. The Early Years Policy places a strong emphasis on children's developing confidence and skills in expressing themselves in a range of situations and also their competence in talking and listening and in becoming readers and writers.

**2. Physical Development.** Physical development is implicit in all areas of the Early Years Programme. Teaching concentrates on developing the children's physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life, and towards healthy choices in food.

**3. Personal, Social and Emotional Development.** These outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of themselves and of others.

**4. Literacy.** Children are encouraged to link sounds and letters and to begin to read and write. Children are encouraged to access a wide range of stories and non-fiction texts, which are frequently used to inspire storytelling, role play and activities across all areas of learning.

**5. Mathematics.** These outcomes cover important aspects of mathematical understanding and provide the foundation for numeracy. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

**6. Understanding the World.** This area of learning and enquiry focuses on developing the children's knowledge and understanding of their environment, other people and features of the natural and man-made world. It provides a foundation for historical, geographical, scientific and technological learning.

**7. Expressive arts and design.** This area focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

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.

## **A Unique Child**

Joydens Wood Infant School recognises that every child is a competent learner who can be resilient, capable, confident and self assured. We also recognise that children develop in individual ways and at varying rates.

### *Inclusion*

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

We believe that all our children matter and we are committed to identifying and meeting the educational needs of all of our pupils. We give our children every opportunity to achieve their

best. We do this by taking account of our children's range of life experiences and backgrounds when planning for their learning.

Children with special educational needs are identified and supported in liaison with the SENCO and/or appropriate outside agencies.

### **Welfare**

We aim to protect the physical and psychological well being of all children. 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.

It is important to us that all children in the Foundation Stage are safe. We aim to educate children about behaviour boundaries and school rules to enable them to make appropriate choices. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

Children are provided with sun cream during spells of hot weather that they can apply when necessary. The school encourages the use of sun hats and provides waterproofs for wet weather. Learners have continuous access to fresh drinking water and are provided with a healthy fruit snack and milk during the day.

### **Safeguarding**

Safeguarding within Early Years Foundation Stage forms part of the whole school safeguarding policy. Procedures that are in place for the whole school also apply to EYFS. Safeguarding training takes place as necessary and at least annually. Where new child protection issues become relevant and are a priority, whole school training will take place. All staff new to EYFS will receive an induction and safeguarding training as appropriate.

### **Supervision**

Joydens Wood Infant School will ensure that members of staff who are working within the Early Years Foundation Stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage 2014.

Supervision ensures that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff have the opportunity to discuss any issues, particularly concerning children's development or well-being.

- All staff can confidently identify solutions to address issues as they arise (including 'safeguarding' as a routine item for discussion)
- All staff are able to create an environment where all members of staff feel able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice to ensure they improve over time and they can receive coaching and mentoring as needed.

### **Observation, Assessment and Planning**

The Planning within the EYFS is based on children's interests and next steps in learning. The children are involved in discussions about what they have learnt and lead their own learning through discussions and adult observations. Plans may be altered in response to the needs, achievements and interests of the children as adults 'teach in the moment.'

Children begin phonics at the earliest stage of Reception. We follow Letters and Sounds and ensure that the children are streamed into groups that support their reading/phonics development. The children use phonics to underpin both their reading and writing skills throughout their early infant schooling.

Mathematics follows a mastery based curriculum and from September 2017 the reception children will be part of the first cohort following this highly effective programme. The masterful approach will then be evident in every classroom as unique mathematical opportunities will be built upon during child initiated play.

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 the children's learning journeys and through the use of Tapestry. Parents have access to tapestry and are encouraged to record their own assessments and comment upon their child's learning/next steps.

When planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice. EYFS documents outline three characteristics of effective teaching and learning:

- **Playing and exploring:** children investigate and experience things, and 'have a go'
- **Active learning:** children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **Creating and thinking critically:** children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **The Importance of Play**

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. We believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. It helps children to explore, investigate and make sense of the world around them. Play allows children to be challenged in

their thinking and helps them to practise and rehearse skills, and to be motivated in their learning. 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 and communicate with others as they investigate and solve problems.

Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

### **Enabling Environments**

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 enhancements and experiences to extend the children's learning.

An enormous amount of attention and effort goes into the design of furniture and into the organisation of space and materials in order to maximise the ease of use by the children. We wish to provide opportunities for the children to question, investigate and explore, as well as to inspire them.

The EYFS classroom is organised to allow children to explore and learn securely, safely and independently. There are areas where the children can be active and areas where they can be quiet. The classroom is set up to enable children to independently find and locate equipment and resources to aid their learning in whichever way possible.

Outside learning is as important as the learning that takes place indoors. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunity to explore, use their senses and be physically active and exuberant in our natural surroundings. We provide resources for the children to access outdoors that help the children to develop in all seven areas of learning.

### **Parents as Partners**

Children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We acknowledge 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 their children.

- We offer a visit to all children in their home setting.
- The children have the opportunity to spend time with their teacher before starting school during 'get to know us' sessions.
- Whilst the child is transitioning into school we invite parents/carers to come in for the last hour each day to play alongside their child, so that the end part continues to be positive despite them being tired.
- We invite all parents to an open induction meeting during the term before their child starts school.
- We offer parents daily contact with a member of staff at the beginning and end of the session/day.
- We hold workshops with parents to discuss how young children learn and to share good practice from homes and school.

- Each child has photos and observations made by adults in school to show their progress, and we welcome contributions of examples of work completed at home in the form of photographs, paper copies, verbal or written observations from parents and carers, etc.
- Tapestry is used as an online platform to share learning between home and school and for media to be collected to support the child's unique learning journey.
- Parents receive a report on their child's attainment at the end of the school year.

All staff involved with the EYFS develop good relationships with the children by interacting positively with them and taking time to listen to them. In Reception the teachers are the main 'key person' for each child with the TA carrying out a supporting role alongside the teacher.

### **Monitoring and review**

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. There is a named Governor for the EYFS. This Governor has opportunities to observe EYFS practice and provide feedback to the Governing Body, raising any issues that require discussion. The Headteacher and senior leadership team will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Chair of Governors \_\_\_\_\_

Headteacher \_\_\_\_\_

Written by R.Hately April 2017

Review April 2018