Cadmore End
Church of England Combined School

Early Years Foundation Stage Policy

September 2019

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Cadmore End CofE School children join the Reception class in the September following their fourth birthday.

The Early Years Foundation Stage is based upon four themes:

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

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Cadmore End CofE 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 and 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. All children at Cadmore End CofE School are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

We believe that all of our children matter. We give them every opportunity to achieve their best. We do this by taking account of their range of life experiences when planning for their learning.

In the Foundation Stage 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, the more able, children with disabilities, children from all social and cultural backgrounds, and of different ethnic groups and those from diverse linguistic

backgrounds.

We meet the needs of all our children by:

- 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 but achievable activities for more able children to deepen their knowledge and understanding and to motivate and extend them.
- Monitoring children's progress and providing early intervention for those children who require additional support.

Welfare

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 our children. (See Whole School Safeguarding Children Policy)

At Cadmore End CofE School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the EYFS. 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 the safe and efficient management of the setting and to meet the needs of the children
- EYFS practitioners are trained in Paediatric first aid

We endeavour to meet all these requirements

Positive Relationships

At Cadmore End CofE School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful and 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 being partners with them in their child's education through:

- Offering both parents and children the opportunity to spend time in the school before they start school
- Operating an open door policy for parents with any queries
- Sharing regularly the children's 'Learning Journey' profile books and valuing the on-going contributions to these from parents
- Offering a home visit at the start of the autumn term to talk to parents about their child as they start in our Reception class and two parent/teacher consultations per year
- Inviting parents to 'Stay and Learn' sessions and sending home information about the learning in Reception class on a regular basis. Weekly letters are sent home and curriculum overviews are provided each half-term
- Sending a report on their child's attainment and progress at the end of the academic year

Key Person

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.

In Reception class, the class teachers assume the role of key person for all children and the teaching assistant employed as part of the Reception team also supports children's well being, learning, and development throughout the year. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.

The Reception staff meet with Pre-School providers when possible to discuss each individual child and their transition process into school at the end of nursery or Pre-School.

Enabling Environments

At Cadmore End CofE 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 on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that practitioners can respond to the needs, achievements and interests of the children. This fostering of the children's interests develops a high level of motivation for the children's learning. 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 both formal and informal observations. These observations are recorded in a variety of ways and contribute to the child's individual 'Learning Journey' profile book. At the end of the Reception year in school, the child's progress is recorded onto the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

Our Reception classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. The learning spaces have defined areas where children are able to find and locate equipment and resources independently. The Reception class has an enclosed outdoor area and children are able to free-flow between the indoor and outdoor space. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able 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 the areas of learning.

Learning and Development

At Cadmore End CofE School we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are often inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Staff will also support children in four specific areas through which the three prime areas are strengthened and applied.

Specific Areas:

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

Teaching and Learning Style

We recognise that features of effective teaching and learning in the EYFS are:

- The close partnership between practitioners and parents to ensure children feel secure at school and develop a sense of well being and achievement.
- The knowledge that staff have of how children develop and learn and how this impacts on their teaching.
- The range of approaches used which 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 the EYFS.
- The provision for children to take part in activities which build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement of 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.

Play

Through play our children explore and develop learning experiences which help them make sense of the world. They practise and formulate 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 have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through purposeful play and learning experiences with a balance of adult-led and child-initiated activities.

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 of their learning.

Creativity and Critical Thinking

Children should be given an 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 setting to extend their learning.

Monitoring and review

The Headteacher carries out the monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

September 2019

To be reviewed: September 2020