

BEREWOOD PRIMARY SCHOOL



Early Years Foundation Stage Policy

Summer 2016

Revised by School	April 2016
Responsible Person	Sue Patrick (head teacher)
Responsible Committee	Full Governing Body
Ratified by GB	4 th May 2016
Next Review	Summer 2019



BEREWOOD PRIMARY SCHOOL

A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

POLICY FOR THE EARLY YEARS FOUNDATION STAGE

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Aims for pupils in the Early Years Foundation Stage

The children in the Early Years Foundation Stage are introduced to the Berewood Primary School aims.

Furthermore, we want children in the Early Years Foundation Stage to:

- Feel safe and secure
- Develop high self esteem
- Develop self discipline
- Become independent
- Become confident communicators
- Learn through first hand experience and play
- Progress confidently as they continue their learning journey into Key Stage 1.

Principles which underpin the Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Children join the Reception class at Berewood Primary School from a variety of pre school settings. We aim to build on their previous home and pre-school experience to help them develop physically, intellectually, emotionally and socially. It is important to us that all children are safe, healthy and secure. 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.

During the Early Years Foundation Stage at Berewood Primary School, children are given the opportunity to experience the very best possible start to their education as set out by the Statutory Framework for the Early Years Foundation Stage.

‘The Early Years Foundation Stage promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.’ *Department for Education 2012*

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children’s development and learning
(different ways and at different rates)

A Unique Child

At Berewood 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 the understanding and feedback they receive from others; we use praise and encouragement, as well as celebration/ sharing circle times and reward stickers, 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 Berewood Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

We give our children every opportunity to achieve their best, by incorporating all children's varied 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 (SEN), 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.

Provision is made to meet the requirements of all children with special educational needs, refer to SEN policy.)

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.

Positive Relationships

At Berewood 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.

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. All staff endeavour to get to know the

children well, to celebrate their achievements, and promptly identify any delays in development, liaising closely with parents and other professionals where appropriate.

The reception class teacher visits local preschools and undertakes home visits, wherever possible and appropriate, to meet with the children and their parents prior to them starting at BPS. These visits provide the opportunity to discuss individual needs and to meet the children within their nursery environment.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we highly value the contribution that parents make.

We recognise the role that parents have played, and their future role in educating their children. We endeavour to establish positive trusting relationships by;

- Talking to parents about their child before their child starts in our school.
- Providing the opportunity for all children to spend time with the teacher in the classroom prior to starting at BPS during our "Induction Sessions".
- Offering parents regular opportunities to talk about their child's progress and allowing free access to their children's 'Learning Journey'
- Providing a 'comments note book' to travel between home and school with the child each day for all care providers to share comments.
- Encouraging parents to talk to the child's teacher about any concerns they may have.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents. For example, fund raising days, themed activity days and assemblies/ concerts to which all family members are invited.
- Providing two formal meetings per year (Autumn and Spring term) at which time the Teacher and parent discuss the child's progress and development.
- The results of the Profile will be shared and discussed with the parents and / or cares in the Summer term.

Enabling Environments

At Berewood Primary School we recognise that the environment plays a key role in supporting and extending the children's development and learning. 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 alongside Short Term (weekly planning), which is based around the individual children's needs and interests. At BPS the curriculum is planned following the guidance in 'The Early Years Foundation Stage' framework DfES (2012).

Ongoing assessment (formative assessment) of children's learning is used to inform future planning to reflect each child's level of achievement, interests and learning styles, and to then shape learning experiences for each child.

Assessment in the EYFS involves all adults in the reception team and observations that parents and carers share.

These observations are usually recorded in note form or photographs although video recordings are sometimes made. This is currently recorded on Tapestry, which is a password protected website.

The Learning Environment

The EYFS learning environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, or have a quiet time. The environment is set up to enable children to select equipment and resources independently. The Early Years Foundation Stage curriculum is provided through careful planning in both the indoor and outdoor environment. These environments includes classroom, library, hall and garden area, children also use the wider school grounds, playgrounds which include climbing equipment, a field and formal play areas.

Outdoor learning offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity 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 7 areas of learning. (See Areas of learning below.)

Routines and expectations

In the Early Years Foundation Stage it is important that the children have a daily routine that promotes independence and autonomous learning. It will include a balance of adult directed and child initiated activities.

From the beginning children will be shown how to look after their own belongings and to take responsibility for ensuring everything is in the correct place.

Learning and Development

Areas of learning

At Berewood Primary School we recognise that children learn and develop in different ways and at different rates. All areas of learning and development are important and 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.

These three areas, the **prime** areas, are:

- communication and language;
- physical development; and

- personal, social and emotional development.

There are four **specific** areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

This makes up the seven areas of learning in the EYFS

All areas are delivered through a balance of adult led and child initiated activities.

In each area each child's level of development will be assessed against the early learning goals which indicate whether a child meets the expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

This is the EYFS Profile.

Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go';

At Berewood Primary School we believe that play helps to develop children's imagination. In their play children learn about choices and to make their own decisions. They develop social skills and form relationships as they learn about working together. 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. This allows them to take risks without the fear of failure. They communicate with others as they investigate and solve problems.

Children can work through their anxieties. It helps them to make sense of the world in which they live. We recognise the importance of play in providing opportunities for socialisation, exploration and investigation.

- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

At Berewood Primary School we believe that active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning, and as their confidence develops they learn to make decisions. We encourage children to take ownership of their learning.

- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At Berewood Primary School children are given the opportunity to be creative through all areas of learning, not just through the arts. Adult 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 Evaluation

This policy will be reviewed by staff and Governors in Summer 2016, and thereafter as part of the 3 year review cycle.