

# CRUDGINGTON PRIMARY SCHOOL EYFS POLICY



Updated - September 2015

## Early Years Foundation Stage Policy

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Crudgington primary School in class 1, the reception / year 1 class, we have one intake in September.

### Principles

The EYFS is based upon four principles:

- **A Unique Child** - At Crudgington Primary School we support every child in becoming successful learners who are confident and independent with high self-esteem. We recognise that children develop in individual ways, at varying rates. We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. We aim to protect the physical and psychological wellbeing of all children.
- **Positive Relationships** -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. We recognise that parents are children's first and most enduring educators and we value the contribution they make. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS.
- **Enabling Environments** - 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. The EYFS classroom is organised to allow children to explore and learn securely and safely both indoors and outdoors. The outdoor area is to be developed accordingly to allow the children to access the 6 areas of learning outside as well as inside.

- **Learning and Development** - 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.

### Areas of Learning

The EYFS is made up of seven areas of learning:

**Personal, Social and Emotional Development**

**Physical Development**

**Communication and Language**

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

These are then split into Prime areas of learning and specific areas of learning.

The 3 prime areas are:

Personal, Social and Emotional Development

Physical Development

Communication and Language

And the 4 specific areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

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 (ELGs) that define the expectations for most children to reach by the end of the EYFS.

The children also need to work toward the characteristics of effective learning that are set out below,

#### Playing and exploring - engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

#### Active learning - motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

#### Creating and thinking critically - thinking

Having their own ideas

Making links

Choosing ways to do things

### Play

"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 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 satisfactions 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 enhanced resources freely and are allowed to move them around the classroom to extend their learning.

## Inclusion

At Crudgington Primary 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 Foundation Stage we set realistic and challenging expectations that meet the needs of all our children.

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.

### Partnerships

It is important that all adults working with the children work in partnership to promote their development.

We believe that all parents have an important role to play in the education of their child. 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 have the opportunity to spend time with their teacher before starting school during an induction morning and afternoon;
- All reception parents are invited 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. There are also two formal meetings for parents at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Sports Day etc;

### Assessment

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 observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual Learning Journeys.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and assessment scales.

We assess against the 17 Early Learning Goals. For each goal practitioners will determine whether children are making expected levels, are exceeding them or are below (emerging.)

## 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 Crudgington 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 2007. 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.