

Brinsworth Whitehill Primary School



Early Years Foundation Stage Policy

October 2018

At Brinsworth Whitehill Primary School we understand the importance that a high quality early year's education has in making a positive contribution to children's early development. It enables them to build on this foundation throughout their lives, providing a sound basis for lifelong learning. Our work has, at its core, the aim of enabling children to develop their personal, social, emotional, cognitive and physical skills, and their desire to explore, question, discover and be creative.

How children are encouraged to learn is as important as what they learn. They are more likely to reach their potential as learners if they are happy, secure and have a sense of well being. We aim to provide a rich curriculum through planning a balance of adult led and child initiated activity both indoors and outdoors.

The Early Years Foundation Stage applies to children from birth to the end of the reception year. This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Brinsworth Whitehill 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. All children at Brinsworth Whitehill Primary School are treated fairly regardless of race, gender, religion 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 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, 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.

Welfare

It is imperative that all children in our 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.

At Brinsworth Whitehill 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.

At Brinsworth Whitehill Primary School we:

- 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.

Positive Relationships

At Brinsworth Whitehill Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, 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:

- Talking to parents about their child before their child starts in our school via a home visit.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Offering a minimum of three parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents:

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. We have strong links with the private settings in Brinsworth. The Foundation Stage staff work closely with the staff in these setting to discuss each individual child and their transition process into school.

Key Worker System

We operate a key person system in the setting which supports children as they become familiar with the environment by providing them with a 'special person'. The key person works closely with parents / carers to ensure continuity of care and so that the child's development and progress are shared regularly.

Enabling Environments

At Brinsworth Whitehill Primary School 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.

Observation, Assessment and Planning

We adhere fully to the principles and guidance set out in the Early Year's Foundation Stage. The outdoors area is planned for as part of daily provision to support the Enabling Environments aspect of the EYFS. Staff continuously observe children using incidental observations and less frequently, ten minute observations. These are managed by the key person. Other staff may make observations and pass these on to the appropriate key person. Our planning is based on a cycle of observation, assessment and evaluation. This allows us to plan for children's next steps in learning based on their interests. Our long term planning is delivered through continuous provision which is enhanced in the medium term through more detailed, ongoing planning. Learning objectives are added to the short term planning and are taken from the Development Matters column of the practice guidance for the Early Year's Foundation Stage. These take into account the children's interests and are differentiated to support children's ages and stages of development. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Learning and Development

There are seven areas of learning and development that must shape educational provision in Early Years settings.

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.

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
- Knowledge and Understanding the world
- Expressive arts and design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

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.

Mrs C. Oxborough

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