



EARLY YEARS FOUNDATION STAGE POLICY

At Fulmer Infant School, we aim to provide the highest quality care and education for all our children, thereby ensuring a strong foundation for their future learning. We aim to create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident, resilient and independent learners. We value the individual child and recognise the importance of working alongside parents and carers to meet their needs and to help each child reach their full potential.

‘Every child deserves the best possible start in life and the support that enables them to reach their potential. Children develop quickly in the early years and a child’s experiences between birth and five have a major impact on their future life chances.’

‘The Early Years Foundation Stage sets the standards to ensure that children learn and develop well and are kept healthy and safe and provides the right foundation for good future progress through school and life.’

Statutory Framework for the Early Years Foundation Stage 2012

We adhere to the Statutory Framework of the EYFS and the **four guiding principles** that shape practice within Early Years settings.

- 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.
- **Children develop and learn in different ways and at different rates.**

Principles into practice

Our Teaching and Learning Policy defines the feature of effective teaching and learning in our school.

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS Statutory Framework across the seven areas of learning, using play as the vehicle 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 within the wider context so that our children feel secure and develop a sense of well-being and achievement
- Understand how children develop and learn and how this affects our teaching
- Use a range of approaches that provides first hand experiences
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are both adult and child-initiated
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out with stimulating facilities and equipment.

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable the children to, wherever possible, achieve the early learning goals, with a proportion exceeding.

All the seven areas of learning and development are important and inter-connected, enabling children to develop their intellectual, physical, social and emotional abilities.

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 are the **prime** areas:

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

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which they explore through play, create and think critically and experience active learning. We aim to develop and foster positive attitudes towards learning, confidence, independence, resilience and communication.

The Early Years Coordinator writes long-term and medium-term plans, using the EYFS 'Development Matters', based on a series of topics, each of which offers experiences in all seven areas. These plans are reviewed by the Head Teacher and then, alongside observations, inform short-term planning, which remains flexible for unplanned circumstances or children's responses.

Children have the opportunity to learn within the whole class and small groups with daily phonic sessions using 'Letters and Sounds' and formal mathematics and literacy lessons. We aim to hear all children read three times a week.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by staff. During children's play, Early Years Practitioners interact to stretch and challenge children further, giving clear explanations, making appropriate interventions and scaffolding play.

In planning and guiding children's activities, we observe as practitioners the different ways in which children learn and reflect these in our practice. We create a stimulating environment to encourage children to free-flow between inside and outside areas.

Observation and Assessment

As part of our daily practice, we observe and assess children's development and learning in relation to the Early Learning Goals. These assessments are made on the basis of our

accumulating observations and knowledge of the whole child. Baseline assessments using the Early Excellence Pupil Assessments will be introduced from September 2015. Ongoing observations are used to inform future planning and completion of the EYFS Profile and enable the tracking of individual achievement and future target setting. The child's progress is reviewed every half term and is regularly discussed with parents. In the Autumn and Spring terms parents are invited to attend parents' evening and reports are written once a year, based on the child's progress in relation to the EYFS Profile. Parents are then given the opportunity to discuss these judgements with the EYFS Coordinator.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, stay healthy, make choices and assess risks. We have stringent policies and procedures in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of fruit and milk and follow set procedures in cases of illness or accidents.

Please see our separate policies and procedures on Health and Safety, Child Protection, Food and Drink and Illness and Injury.

Inclusion

We value all our children as individuals at Fulmer Infant School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace, so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and, in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity, Inclusion and SEND.

Parents as Partners (see 'Parents as Partners Policy')

We strive to create and maintain partnership with parents and carers as we recognise that by working together, we can have a more significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways and offer parents regular opportunities to discuss their child's progress. There is regular communication with home through the child's contact book and curriculum evenings are held to discuss the kind of activities experienced by the children. Medium term plans are sent home half termly.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Transitions

At Fulmer Infant School, all children join us at the beginning of the school year in which they are five. For two weeks, children attend mornings only.

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child including parents, carers, nurseries and child-minders. Children attend an introductory session to Reception to develop familiarity with the setting and practitioners. The EYFS Coordinator endeavours, whenever possible, to visit children at their nursery setting or speaks with key workers from the nursery and each child receives a 'settling in' envelope. All

parents are invited to an induction meeting before their child starts school and at the beginning of their first term, when principles and practice in the EYFS are explained.

In the final term in Reception, the EYFS Coordinator and Year 1 teacher liaise to discuss the individual children, their needs and analyse the assessment data to inform planning.

The following documents should be read in conjunction with this policy:

Admissions Policy
Health and Safety Policy
Equal Opportunities Policy
SEND Policy
Behaviour Policy
Curriculum Policy
Teaching and Learning Policy
Inclusion Policy
School Development Plan
Gifted and Talented Policy
Assessment Policy