

Early Years Foundation Stage Policy

Date	Review Date	Leader	Nominated Governor
Oct 2018	Oct 2019	Caroline Howett	Matt Simper

“First watch your child at play, and see how he learns.”

The Early Years Foundation Stage (EYFS) refers to the learning, development and care of your child from birth to 5 years old.

We follow the DfE ‘Statutory Framework for Early Years Foundation Stage’ (April 2013) which;

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school

Aims

Early Years Foundation Stage places great emphasis on children learning by doing. We believe young children should be given more opportunities to gain first hand experiences through play and active involvement. We want them to understand how things work and to find different ways to solve problems. The Foundation Stage curriculum is broad, balanced, relevant and differentiated to meet the developmental needs of all children.

- To develop children’s skills and understanding.
- To develop children’s personal, social, emotional, physical and intellectual well-being in order to develop the whole child.
- To develop positive attitudes to learning so that they enjoy learning and will want to continue with their education longer.
- To develop children’s self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships.
- To develop children’s creative and expressive skills and observation to encourage their development as individuals with different ways of responding to experiences.
- To develop children’s activities in the outdoors where they can have first-hand experiences of solving real problems in mathematics and science and learn about conservation and sustainability.

Developing Skills across the Curriculum

We believe children should be given as many opportunities and experiences to develop lifelong skills in a variety of contexts across the areas of learning

In planning and guiding children’s activities, we reflect on the different ways that children learn. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and ‘have a go’

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- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Areas of Learning

There are seven areas of learning which provide an appropriate curriculum that supports the development of children and their skills. We believe that these seven areas must complement each other and work together to provide a cross-curricular approach to form a practical relevant curriculum for each child.

The seven areas of learning are:

- Personal, Social and Emotional Development,
- Communication and Language Development
- Physical Development
- Literacy Development
- Mathematical Development
- The World
- Expressive Arts and Design

Each area of learning is split into the following 17 Early learning Goals;

The prime areas

Communication and language

- Listening and attention
- Understanding
- Speaking

Physical development

- Moving and handling
- Health and self-care

Personal, social and emotional development

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

The specific areas

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape, space and measures

Understanding the world

- People and communities
- The world
- Technology

Expressive arts and design

- Exploring and using media and materials

- Being imaginative

Curriculum Planning

Four guiding principles shape the curriculum in our nursery and reception classes. These are:

- 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.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Outdoor 'Classroom'

The development and use of the outdoors as a learning environment is very important for the development of all children. We feel that:

- children's health and fitness will benefit from exercise outside and using outdoor equipment.
- children will have firsthand experience of nature.
- problem solving will relate to experiences.
- children will have firsthand experience of conservation and sustainability.
- children will develop a love of nature and take part in outdoor activities.

Training

- **Support Staff** have or are being trained in the following areas:
 - Foundation Phase areas of learning when they are organised by the Local Authority
 - ECaT and ECaM
- **Teaching Staff** have undertaken training on EYFS curriculum and have also undertaken visits to schools demonstrating good practice.

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- **Parental Training Programme** – Parents are invited to take part in sessions with a focus on developing ways to interact with their child.

Assessment & Reporting

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

The following assessments are also used:

Individual EYFS tracker

Every Child a Mover – Physical Development Monitoring Tool

Every Child a Talker – Speech, Language and Communication Monitoring Tool

Blank Level Language tracker

Characteristics of Effective Learning Record

In the final term of the year in which a child reaches age five, the EYFS Profile is completed for each child. Each child's level of development is assessed against the early learning goals and teachers indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The EYFS Profile is shared with parents at the end of the reception year.

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

Parent-Teacher Consultations happen each term as well as an annual report for parents informing them of their child's progress.

Additional Needs

At Cavendish Close Infant School we consider the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. The youngest children in nursery are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child's progress in any prime area gives cause for concern, teachers discuss this with the child's parents and/or carers and agree how to support the child. If a teacher considers a

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child may have a special educational need or disability which requires specialist support, they link with, and help families to access, relevant services from other agencies as appropriate.

We follow the Special Educational Needs Code of Practice to support children with SEN or disabilities and have a designated member of staff to act as Special Educational Needs Co-ordinator (SENCO)

Resources

Resources are purchased when they are required. At the moment funds are being spent on developing the environments which support independent enquiry based learning.

Building & Accommodation

All available space is being used.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Linked Policies

▪ Nursery Admissions Policy	▪ Disposal of Nappies and Personal Protective Equipment Policy
▪ Toileting and Continence Policy	▪ Parental Engagement Policy

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Policy Change History Sheet

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