

# John Keble Church of England Primary School



## Early Years Foundation Stage Policy

Chair of Governors	M Cozens
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Every child deserves the best possible start in life and support to reach 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 John Keble School they want to know that the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance. The EYFS applies to children from birth to the end of the reception year. In our school, many children join the nursery at the beginning of the term after which they turn three. They then start full time school in the September of the year in which they turn five.

### **Our Shared Vision:**

In the EYFS we believe in providing our children with a safe and stimulating environment where children thrive to become:

- Autonomous
- Problem solvers
- Collaborative
- Resilient
- Reflective

in partnership with parents and carers.

The EYFS is based upon four principles:

- A unique Child
- Positive relationships
- Enabling environments
- Learning and development

### **A Unique Child**

At John Keble 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 reward, 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 John Keble Primary School are treated fairly, regardless of race, religion or abilities. All children and their families are valued in our school and 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 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, 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.

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.

It is important to us that all children in the 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.

We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy)

### *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 John Keble 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 2017.

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;

We endeavour to meet all these requirements.

## Positive Relationships

At John Keble 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.

### Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- home and previous setting visits
- talking to parents/carers about their child before their child starts in our school;
- allowing the children to have the opportunity of a morning in the Foundation Stage before starting school;
- inviting all parents to an induction meeting when their child starts school;
- encouraging parents to talk to the child's teacher if there are any concerns.

There is a formal meeting for parents on a rolling programme throughout the year following a focussed assessment at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of the Foundation Stage.

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.

## Enabling Environments

At John Keble Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

### *Observation, Assessment and Planning*

The Planning in the EYFS is based around half our children's interests. The EYFS teacher uses this as a guide to inform weekly planning; however, the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of ways on Tapestry and used to inform the EYFSP

In the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. The parents are given the opportunity to discuss these judgements with the teacher.

### *The Learning Environment*

The EYFS is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS has its own enclosed outdoor area, including a garden which contributes towards the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

## **Learning and Development**

At John Keble Primary School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

### Teaching and Learning

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2. Features that relate to the EYFS are:

- Foster a strong partnership between home and school and teach children the skills they need to be successful life-long learners, for example by developing a growth mind-set, being creative and developing their critical thinking. the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations;
- the good relationships between our school and the settings that our children experience prior to joining our school;

### **Areas of Learning**

The EYFS is made up of seven areas of learning:

#### 3 Prime areas

- Communication and Language
- Physical Development

- Personal, Social and Emotional Development

4 specific areas

- 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 ELG's that define the expectations for most children to reach by the end of the EYFS.

### **Characteristics of Effective Learners**

'The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.'

The characteristics of effective learning support the development of the unique child in how children are learning.

Characteristics of Effective Learning

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

### **Leuven Scales of Wellbeing and Involvement**

The Wellbeing scale focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence.

The Involvement scale focuses on the extent to which pupils are operating to their full capabilities. In particular it refers to whether the child is focused, engaged and interested in various activities.

Adults use this to help create an effective learning environment and monitor its effectiveness.

It is the responsibility of the adults in the Foundation stage to consider the Characteristics of Effective Learning and Leuven Scales of Wellbeing and Involvement within the observation, assessment and planning.

### **Monitoring and Review**

It is the responsibility of the Foundation Stage teachers to follow the principles stated in this policy. There is a named governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole Governing Body, raising any issues that require discussion.

The Head teacher and Assistant Head carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

### **Supervision**

Supervision is provided termly for all staff in the EYFS who have contact with children and families.

Supervision aims to provide support, coaching and training for the practitioner and promotes the interests of the children. We aim to foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision is an opportunity for staff to:

- discuss any issues – particularly concerning children’s development or wellbeing, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

A written record of these discussions is kept.

#### The benefits of supervision

For practitioners:

To ensure practitioners are clear and confident about their roles, responsibilities and accountabilities.

- To reflect on their practice
- To provide consistency
- To provide constructive feedback
- To recognise and value work
- To promote health and well-being
- To build confidence and capacity
- To provide opportunity for an open, individual discussion.

For the organisation:

To assist the practitioners in understanding the organisation's vision, where it is going in the future and how they can contribute

- To ensure practitioners have a manageable workload
- To ensure there is highly effective provision for children, parents and carers
- To ensure clear communication within the organisation
- To ensure practitioners meet the organisation's objectives and standards
- To assist in staff retention
- To ensure implementation of policies and procedures

### **Transition to KS1 – Working in partnership**

We place the benefits of working in partnership in high regard as they have a huge impact on the effectiveness of our EYFS setting and school. We value our partnerships and endeavour to actively maintain these by sharing information, ideas, expertise and our knowledge within our team and with parents, carers, colleagues and other professionals.

