

Highfield Community Primary School

Early Years Foundation Stage Policy



**Approved by Governors:
Updated: Summer 2016
Review Date: Summer 2017**

Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Statutory framework for the Early Years Foundation Stage, 2014

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Highfield's Early Years policy seeks to align itself with the very best practice in the EYFS and the requirements and standards set out in the national framework. It embraces the needs of the youngest pupils and their parents in our community, and provides aims, principles and practices that support outcomes for all pupils to achieve a 'Good Level of Development' (GLD) at the end of a child's first full time year of schooling. Each child's starting point is considered and acknowledged, but never limits a child's potential.

Aims

We will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for each child to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond, and enable choice and decision making; fostering independence and self-confidence.
- Focus on early language and communication; recognising the value of 'getting it right early' for future success.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring, consistent and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

Principles

The Early Years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It acknowledges the importance of a full working partnership with parents and carers, valuing and including their views on their child's learning;
- It offers a structure for learning that has a range of starting points, content that challenges the needs and learning potential of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;

- It challenges staff's professional thinking and encourages reflection about the effectiveness of the learning taking place regularly throughout the year.

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive relationships
- Enabling Environments
- Learning and Development

Learning and development is categorised into three prime areas of learning:

Communication and language
Physical development
Personal, Social and emotional development

Additionally there are four specific areas of learning:

Literacy
Maths
Understanding the world
Expressive art and design.

What does this look like for a child at Highfield?

In the foundation stage at Highfield, we deliver a creative curriculum. This uses a text as a narrative around which all experiences are based, building a context for learning through the use of drama ritual and conventions. The themes of the narrative encourage the development of skills and knowledge that not only enable our children to become 'school ready' but which build the foundations on which a model of life-long learning is built. This includes:

- Developing independent learners (through experiential learning);
- Offering exciting challenges for all learners;
- Offering a wide range of activities;
- Ensuring kinaesthetic learning;
- Developing the following attributes in the children as learners:
 - Confidence
 - Curiosity
 - Competence
 - Self-in belief
 - Creativity
- Inspiring wonder and excitement;
- Ensuring progress through rigor;
- Creating inclusive contexts where the children can make links in their learning;
- Helping children to be prepared for the real world and offer a holistic approach.

The role of parents, carers and families is key to this model. These stakeholders are encouraged to take a leading role in the education of their children by experiencing how their child learns in school and how they can support learning at home. This is achieved by parents:

- Becoming involved in the planning process, sharing their child's interest and motivations;
- Participating in INSPIRE days each term (either on or off-site), where the children learn alongside their parents, creating a culture of positive communication and shared experiences;
- Using the TLC (Talk to me, Listen to me, Creative play with me) bags with their children at home to engage in meaningful communication.

Assessment, Recording and Reporting to Parents

From September 2015, observations and assessments from both school and home will be recorded using Tapestry E-Learning Journey. Individual, small group or whole class progress can be noted and cross referenced with Development Matters allowing for swift identification of areas of strength or further development.

Parents also contribute to the assessment process via a secure log in that can be accessed from home. Reports to parents are produced each term alongside a progress appointment with the class teachers. A full end of year report is produced for pupils moving in to Reception, and pupils leaving Reception in the summer term.

Special Educational Needs and Inclusion

Children with Special Educational Needs have equal access to the EYFS. All children matter and are given every opportunity to achieve their best. We achieve this by planning a curriculum that will meet the needs of children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds and different ethnic groups.

We meet the needs of all children by:

- providing resources that reflect diversity and are free from discrimination and stereotyping;
- using a range of teaching strategies based on their individual needs;
- ensuring access to every activity is safe;
- using Teaching Assistants to provide 1:1 or small group support to targeted individuals.
- Working in collaboration with partner agencies, e.g. SALT, OT, School Nurse (Incontinence Team)

Transition

The procedures for children starting Nursery, moving in to and out of Reception is outlined in our whole school transition policy as this process is seen as a critical and ongoing process that is part of each term of a child's learning rather than an 'add-on' end of year activity.

Health and Safety

In order to challenge children's learning it is necessary to take measured risks. Highfield's approach to engaging children in real learning will involve activities that encourage children to try something new and take a risk with the support and guidance of the staff. Teachers ensure that all materials are appropriate for the age group. Risk assessments are in place for the indoor and outdoor learning environments.

Monitoring and Evaluation

The Senior Leadership Team is responsible for monitoring the standards in Early Years. Vic Wall, Nursery Teacher, is responsible for the leadership of the Narrative Immersion Project.

Teaching and Learning Observations take place as part of the wider school programme of training and evaluation. Scrutiny and moderation of work happens regularly across our school, across the Blacon Cluster of Schools, and annually with the Local Authority.

Role of the Governing Body

The EYFS classes have a nominated Governor, Leann Dee, who is responsible for the ongoing monitoring of pedagogy and standards. Reports and Presentations to the Schools, Resources and Full Governing Body are provided in line with each agenda.

This policy/document was reviewed by:-

Signed..... Date:

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Position.....

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Date:

Signed.....

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Position.....

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The next revision date is:

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