

## Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our School, children may join our Pre-School Toddler Group (Busy Bee Room) from the age of two and our Pre-School Butterfly Room after their 3rd birthday where they will be offered session choices. These will include; breakfast club, Morning session, lunch, Afternoon Session, tea club and Evening Session. All children will begin attending our Reception Class full time at the start of the academic year in which they turn five.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children develop and learn in different ways and at different rates.

### ***A Unique Child***

At The Mount we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We acknowledge that children develop in individual ways and 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/ sharing assemblies and rewards, 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 The Mount are treated fairly regardless of race, religion or abilities. All children and their families are valued within our School.

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.

### **Keeping Safe**

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. In both our indoor and outdoor environments, children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

### **Welfare**

At The Mount 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 qualified and 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 The Mount we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with all children and their families. Each child within the Early Years Foundation Stage will be given a key person and this will be established during your child's taster sessions. This member of staff will be the key point of contact for your child at the beginning and end of the session. In the Reception Class the Class Teacher will be the key worker for all children in the class.

### **Parents as Partners**

We believe that parents and carers are our partners in children's learning. We try to develop a close working relationship between home and school involving parents in their child's development. Some of the ways we encourage this are:

- Talking to parents about their child before their child starts in our School/setting.
- Providing an Early Years Parents' Handbook which outlines staff, routines of the day and a curriculum overview.
- Adopting an 'Open Door Policy' so that parents and teachers have the chance to chat informally at the beginning or end of the school day.
- Inviting parents to School events during the year including; Come and Play, Sports Day, Class Assemblies, and Christmas Plays.
- Displaying long term and weekly planning in the classrooms for parents to view.
- Whole School newsletters.
- Termly Parent/Teacher consultation meetings.
- A written report at the end of the academic year.
- The children have the opportunity to spend time with their teacher before starting School.
- Allowing parents access to the children's online 'Learning Journey'.
- Providing parents with the opportunity to contribute to their child's online Learning Journey.

## **Enabling Environments**

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 to extend the children's learning.

## **Observation, Assessment and Planning**

Pre-School and Reception staff plan child initiated and adult focussed opportunities on a child-initiated theme. All EYFS staff discuss the needs and interest of the children and collaboratively plan future activities.

Assessment in the EYFS takes the form of sensitive observational assessment, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Journey' online using 'Tapestry'. Base line assessment will be carried out as the child starts Pre-School and the School will carry out a 'progress check at age two'. This will identify the child's strengths and any areas where the child's progress is less than expected. If there are significant emerging concerns or an identified Special Educated Need, practitioners will develop a targeted plan to the support the child's future learning and development. A short written summary of a child's development in the prime areas will be provided to parents and carers.

During Reception we record judgements against the EYFS Profile.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

## **The Learning Environment in The Early Years**

All classrooms are organised to allow children to explore and learn securely and safely. Classrooms are set up in learning areas and children are encouraged to care for their own environment and use resources carefully and creatively. All Early Years classes share an outdoor area and staff plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of learning. In addition all children in the EYFS take part in weekly 'Forest Schools' activities in the Woodland Area.

## **Learning and Development**

At The Mount we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

## **Teaching and Learning Style**

We believe that effective teaching and learning in EYFS is evident through;

- The partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that staff 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 and self-management.

- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- Identification of the progress and future learning needs of children through observations.

In planning and guiding children's activities, staff must reflect on the different ways that children learning and reflect these in their practice. Three characteristics of effective teaching and learning are;

### **Playing and Exploring**

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. They express fears or re-live anxious experiences in controlled and safe situations. Children investigate and experience things, and 'have a go'.

### **Active Learning**

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning. Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

### **Creativity and Critical Thinking**

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning. They are encouraged to make links between ideas and develop strategies for doing this.

### **Areas of Learning and Development**

The EYFS is made up of seven areas of learning, of which the three prime areas are;

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

We support children in four specific areas, though which the three prime areas are strengthened and applied. The specific areas are;

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

All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

This policy applies also to our After School Care Provision.

### **Pre-School Staffing**

Manager – Lizzy Kendall

Deputy Manager – Janine Tanner

## **Related Policies**

Safeguarding and Children Protection policy  
EYFS Behaviour policy  
EYFS Supervision Policy  
EYFS Key Worker Policy