



Clenchwarton, Walpole Cross Keys and West Lynn Primary Schools

EYFS Policy 2017

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 to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.

The Early Years Foundation Stage applies to children from birth to the end of the reception year.

The Early Years Foundation Stage is based upon four themes:

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

A Unique Child

At Clenchwarton, Walpole Cross Keys and West Lynn Primary Schools we recognise that every child is unique and is constantly learning; 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 rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the schools. All children in our schools are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our schools. We believe that 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 Foundation Stage 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.

Welfare

It is important to us that all children in our schools 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.

“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 Clenchwarton, Walpole Cross Keys and West Lynn Primary Schools we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

At our schools we:

- 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.

Positive Relationships

We recognise that children learn to be strong, confident and independent from being in 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 being partners with them in their child’s education through:

- Talking to parents about their child before their child starts in our schools.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting schools.
- Operating an open door policy for parents with any queries.
- Sharing regularly the children’s ‘Learning Journey’ with parents and valuing the ongoing contributions to this from parents.
- Offering two parent/teacher consultation evenings per year.
- Sending a report on their child’s attainment and progress at the end of their time in the Foundation Stage.

- Developing a range of activities throughout the year that encourage collaboration between child, schools and parents e.g. curriculum evenings, Maths morning, phonics workshops.

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.

We have very strong links with various feeder Pre-schools, Child-minders and Montessori preschools. The Foundation Stage staff meet with providers and parents to discuss each individual child and their transition process into schools.

Enabling Environments

In our schools, 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.

Observation, Assessment and Planning

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning.

These observations then lead the direction of the planning. The staff use the children's interests to plan for themes for which the staff draws up medium term plans. In addition to this the children lead the sort term activity planning on a day to day basis. This fostering of the children's interests develops a high level of motivation for the children's learning.

The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in schools the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the Seventeen Early Learning Goals.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Learning and Development

There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and inter-connected. 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.

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level.”

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.

Transition

Parents of new intake children are offered a home visit by the teacher and the T.A. before the children visit the schools on their ‘taster’ days. The aim of the home visit is to gather information and possibly enable the staff to have an insight in the family background that will support the children as they start schools. The children are also visited in their pre-schools setting.

Home visits provide staff with the opportunities to:

- Establish early, positive contact and introduce relevant staff to parents, children and sometimes extended families.
- See children in their own familiar settings and for the children to meet staff in their own surroundings.
- For staff to make a starting point on which to build relationships with the child and parents e.g. remembering people and pets who are important to the children etc that will develop throughout the year.
- Understand the problems that children might encounter at schools.
- Appreciate the wealth of learning that goes on in the home.
- For parents to ask questions and raise any points/concerns that they might wish to clarify after reading the early years/class 1 booklet.
- For staff to give some ideas to parents of the setting and the curriculum that the child will be involved in with regard to developing the whole child.

This contributes to a fuller picture of the child and their family.

Who goes on the home visit?

- The visits are made in pairs, usually by a teacher and the classroom assistant.

How are the visits organised?

- Letters are sent to the parents/carers offering a date and time for the visit.
- Home visits are usually made during schools time in the summer term prior to the child starting schools.
- Confirmation of the visit time is in writing.

What do staff take with them and what do they wish to achieve?

- Information about the class in the form of a booklet.
- Any forms that need to be filled in.
- Find out what the child can do, his/her interests, fears, strengths and weaknesses.
- Begin to form positive relationships with parents.

What health and safety measures are in place?

- Staff must leave details of the timetable of visits in the office with their mobile phone numbers.
- Staff are advised to abandon a visit if they feel uncomfortable/threatened in a home.
- In a situation where it is felt there could be a risk, arrangements should be made for the staff to ring schools to confirm they have left the location or the schools will phone during the visit to confirm personal safety and wellbeing.

The children are invited into schools for three taster sessions during the summer term. Parents are also invited to an information evening to talk through the arrangements for their children starting schools. Where they have chance to meet with staff and have a look round the schools.

Equal opportunities

All children will be given equal value with regard to ethnicity, gender and cultural background. Further details are available in the Single Equality scheme.

Monitoring

The success of this policy will be measured by the ability of the children to enter KS1 based upon the solid foundation, on which they can build and continue to flourish throughout their schools years, and beyond.