



EYFS Policy

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Early Years Foundation Stage Policy

Introduction

EYFS is the foundation upon which children build the rest of their lives and is an education that encompasses all learning. Early Years education is concerned with physical, social, emotional, aesthetic and intellectual development of the individual child, with no one area standing in isolation from the others. This policy outlines the purpose, nature and management of early year's education at our school.

The needs of the early year's child

The need for love and security

Without approval and acceptance from significant adults, the child is unable to develop a positive concept of self. Children must be respected for what they individually have to offer.

The need for new experiences

Intellectual growth depends upon new experiences. Play is a vehicle for exploring new experiences. Play enables children to acquire control of their bodies and to master tools and materials.

The need for praise and recognition

The growing child is required to expend considerable effort acquiring the skills, concepts and attitudes which will support future development. The incentive provided by praise and recognition of effort is essential for success; mistakes and failures must be regarded as a valid stage of learning.

The need for responsibility

Young children need a framework in which they can exercise increasing responsibility for themselves and others. They require knowledge of what is allowed and reasons for the rules which operate as constraints.

Environment for learning

The atmosphere in the EYFS classrooms should be one where young children can feel happy and secure. The environment should be stimulating, challenging and aesthetically pleasing. Supervised outdoor play is an essential part of the total provision. Structured play, where learning has been clearly identified, is planned for. All FS children are given specific activities, appropriate to their stage of development.

Aims and Objectives

The period from age 3 to the end of the FS2 is described as the Early Years Foundation Stage.

The curriculum provided should underpin all future learning by supporting, fostering, promoting and developing children's:

- Positive attitude to their learning.
- Social skills.
- Attention skills and persistence.
- Language and communication.
- Mathematical skills.
- Knowledge and understanding of the world.
- Physical development.
- Creative development.

The EYFS curriculum should be planned to enable most of the children to achieve most of the Early Learning Goals by the end of the Foundation Stage.

Planning

Planning is a team effort between the FS2 teachers, the Foundation 1 leader and the Key Workers. Activities provided should be exciting, purposeful and relevant.

The long-term plan contains an outline of the work to be covered.

The medium term plans contain all the work to be done in a half term and refer to the schemes of work and the Early Learning Goals. They are produced through discussion and with co-operation of all the staff concerned.

The short term plans contain details of work to be completed in one week and contain specific learning objectives, assessment comments, details of differentiated activities and resources. These are the responsibility of the class teacher.

Play

Play is a powerful motivating factor for learning; children are engaged in activities which lead to increased understanding of themselves, other people and their environment.

With no preconceived ideas the child may enquire, investigate, experiment, practise and elaborate, beginning to form concepts and perceive some order, predictability and pattern in discrete events.

Opportunity for play in a stimulating environment should encourage children to use language effectively and enhance the development of imagination.

Classroom management and organization

The effective running of the Foundation Stage classes depends upon the quality of interaction between the teacher and all other staff and their ability to work together as a team, drawing on each other strengths.

Methods of teaching will include:

- Whole class teaching.
- Ability group teaching.
- Social group teaching.
- Individual teaching.

and involve:

- Clear and accurate exposition by the teacher.
- Questioning of pupils to probe understanding and previous knowledge.
- Demonstrations to the whole class.
- Differentiated activities.
- Monitoring and evaluating

Evaluation should include:

- Appraisal of the development of individual children.
- The effectiveness of the curriculum.
- The quality of interaction and relationships.

Assessment

Each child has an on-entry Assessment form, which is completed by observation during the first term in school. These are kept in the Assessment file. During the first half term, a Baseline Assessment is carried out.

The Foundation Stage profile is completed by the end of the Foundation Stage in consultation with parents.

Continuous formal assessment will be a feature of the teaching throughout the Foundation Stage.

Record keeping

Records should provide an adequate profile of each child indicating the activities, experiences, skills acquired and attitudes formed. Each child has a personal Record of Achievement which includes samples of work chosen by the staff and the child to demonstrate progress.

Informal notes are also made of any significant event for each child in the class.

Working with parents

The child will benefit from communications between parents and teacher where information, experience and expertise are shared in order to increase understanding of the child and its education. Parents are therefore encouraged to help in school on a regular basis and to become involved with their child's education as much as possible.

The FS2 teachers reinforce these early links by spending time with the children in the Foundation 1 class throughout the year, together with having an overview of the planning throughout the Foundation Stage.

Opportunities to work in the class are also given to any parent who chooses to start their child later in the school year.

Parents are invited to a meeting during the summer term prior to their child starting in FS2. Assessment is explained and this is followed by individual appointments for the assessment to be completed. Written reports are sent out in the summer term and the formal Parents' evenings are held 3 times a year

Health and Safety

The ratio of adults to children in the Foundation 1 classes is 1 adult to 8 children plus the teacher. Within the Foundation 2 class there are 2 full time qualified teachers and 2 TAs

Regular checks are made to ensure that apparatus and materials are in good order and safe for the children to use. Adults should always set a good example in their care and use of the equipment.

Fresh air and exercise are vital to the physical well-being of the child. Staff should be observant and bring any signs of the child being unwell to the attention of the parents for further investigation.

Staff should be alert to evidence of non-accidental injury and be aware of the procedures to follow in such cases.

All out of school activities will comply with the guidelines in the school's Health and Safety policy.

Differentiation and Special Educational Needs

Provision will be made, as part of the normal programme for a wide range of needs. To cater for children with special educational needs it may be necessary to acquire and use additional resources which aid staff in devising appropriate strategies.

Activities within the classroom and further afield are planned to encourage full and active participation of all children whatever their ability, ensuring that individual potential is met.

Any concerns staff may have about a child will be discussed with parents before being officially recorded as a statement of concern. Parents are involved at every

stage of the proceedings and detailed information and assessment is recorded of the special needs of individual children.

Multicultural

We live in a multicultural society. Teachers help pupils understand the world in which they live so that they may begin to develop values and attitudes sensitive to the variety of religions, beliefs and ways of life.

Equal opportunities

Early years education is concerned with developing the full potential of individual children. Organisation, language and resources are monitored to ensure that all children have equal opportunity.

Staff development

Staff development should be an on-going process for all members. Staff may have opportunities for a wide variety of in-service training to give them increased insight into early year's education.

Admission

Children are admitted to FS2 at the start of the year in which they will be 5, if parents and staff agree that they are ready. They are admitted to the Foundation 1 class in the term after their third birthday.

However, parents have a statutory right to delay admission of their child until the start of the term after the child reaches its 5th birthday.