

EYFS Policy



Introduction

'Every child deserves the best possible start in life and support to fulfil their 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.'

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Moorthorpe Primary School we offer a nursery for children to be admitted the term following their third birthday and a reception for children to be admitted in the September following their fourth birthday.

Aims & Objectives

At Moorthorpe Primary School, we will:

- Provide a happy, safe, stimulating and challenging environment for learning and development as children begin their journey through school.
- Support children in building relationships through the development of social skills such as cooperation and sharing;
- 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.
- 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 and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

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 offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

The Early Years Foundation Stage is based on four themes:

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

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A Unique Child

At Moorthorpe Primary School we recognise that ...

- . children develop in individual ways,
- . every child is a competent learner who can be capable and confident,
- . praise and encouragement influence children's attitudes and dispositions to learning.

Inclusion - All children and families at Moorthorpe School are treated fairly regardless of race, gender, religion or abilities.

Positive Relationships

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- . Providing a handbook of information about Moorthorpe EYFS.
- . Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- . Operating an open door policy for parents/carers with any queries or concerns.
- . Written contact through school newsletters, curriculum newsletters, school website and social media.
- . Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- . Sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- . Offering two parent/teacher consultation meetings per year at which their child's progress is discussed.
- . Sending a written report on their child's attainment and progress at the end of their time in nursery and reception.
- . Asking parents to sign a generic permission form for first aid and photographs etc.
- . Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.

Enabling Environments

At Moorthorpe Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up with planned continuous and enhanced provision

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

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Learning and Developing

The Curriculum

The Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. This clearly defines what we teach.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The prime areas are;

- **Communication and Language** - Listening and Attention, Understanding and Speaking
- **Physical Development** - Moving and Handling and Self care
- **Personal, Social and Emotional Development** - Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

- **Literacy** - Reading and Writing
- **Mathematics** - Numbers and Space, Shape and Measures
- **Understanding the World** - People and communities, The world and Technology
- **Expressive Arts and Design** - Exploring and using media and materials and Being Imaginative

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities with these in mind.

They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring** - children investigate and experience things, and 'have a go'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the 2014 Early Years Foundation Stage.

Democracy is about everyone being treated equally and having equal rights. We teach democracy in your early years setting through encouraging children to value each other's opinions, encouraging turn taking and group decision making and give children opportunities to develop enquiring minds by creating an atmosphere in our nursery where all questions are valued.

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Mutual respect and tolerance for others We encourage children to acquire a tolerant, appreciation and respect for their own and other cultures by discussing with them the similarities and differences between themselves and their friends; and among families, faiths, communities, cultures and traditions without allowing those differences to mean a change in treatment of any sort. It's about being a part of a community where not everyone is the same and forming relationships within that without discrimination. We find out about celebrations and experiences.

The rule of law We support children to understand their own and others' behaviour and its consequences, helping them to distinguish right from wrong. We work with children to create the rules and the codes of behaviour, such as agreeing the rules about tidying up, and also ensuring children understand that the rules apply to everyone.

Individual liberty We provide opportunities for children to develop their self-esteem and increase their confidence in their own abilities. We plan experiences for children to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions.

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. Relevant and significant observations are recorded in the children's treasure files. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes, with phonics, maths and reading directed teaching.

Assessment

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 observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.

The teacher and children's key person keeps progress records and learning journals (Tapestry online learning journal system) and record examples of each child's work.

Tracking data is completed on Otrack and are updated at the end of each term. We record each child's level of development to be beginning, developing or secure within the Development Matters age-bands.

The Foundation Stage Profile is the nationally employed assessment tool, we record each child's level of development against the 17 early Learning goals as Emerging, Expected or Exceeding. At the end of the final term in Reception the child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Monitoring and Review

This policy will be reviewed in June 2021 or as necessary.

Miss Lynne Burton June 2020