

Early Years Foundation Stage Policy

Aim

At Hambrook we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent.

As outlined in the EYFS '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'

The EYFS is based upon four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self assured
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents/carers and the child.
- **Children develop and learn in different ways and at different rates.**

Principles into Practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult and child initiated, supported by the adult.
- Provide a safe and secure learning environment both indoors and out.

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across seven areas of learning, thus enabling the children to achieve and exceed the Early Learning Goals.

Prime Areas - Communication and Language

Physical Development

Personal, Social and Emotional Development

These are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Specific Areas - Literacy

Mathematics

**Understanding the World
Expressive Arts and Design**

These areas enable the prime areas to be strengthened and applied

The curriculum is delivered through a play based approach as outlined by the EYFS. We create a stimulating environment to encourage children to free flow between inside and out. Each area of learning and development 'is implemented through a mix of adult led and child initiated activities.

Planning and guided children's activities will reflect on the different ways that children learn. These are

- **Playing and exploring** - children investigate, experience and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **Creative and critical thinking** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Enabling Environment

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective play based learning builds and extends upon prior learning and following children's interests. Staff will enhance play and extend as needed to further individual learning.

Effective planning is informed by observations of the children to ensure we follow their current interests and experiences..

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. These observations are collated in their own personal Learning Journey, which is shared with parents. These ongoing observations are use to inform the EYFS Profile/Development Matters age bands and the Early Learning Goals. Progress is reviewed 3 times per year, targets for literacy and numeracy are reviewed each half term and are shared with parents at parents evenings and termly workshops.

Parents as Partners

We strive to create and maintain partnerships with parents and carers as we recognise that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's learning. We do this through

- Inviting all parents to an induction meeting during the term before their child starts school
- Parents are invited to spend time shadowing their child in class supporting their learning.
- Encouraging parents to talk to their child's teacher about any concerns

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- Providing a report at the end of the year on their child's progress and attainment
- They are invited to contribute to their child's Learning Journey through the use of WOW/targets slips.

Safety and Welfare

At Hambrook we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for EYFS 2012.

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches the children how to be safe, make choices and assess risks. We have policies and procedures in place to ensure children's safety.

We promote the good health of the children in our care, provide nutritious food and follow set procedures when children become unwell or have an accident. Please see separate policies on Health and Safety, Child Protection, Food, First Aid and Medical Needs and Pastoral Care.

Inclusion

We value all our children, irrespective of ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. The early identification of children with additional needs is crucial to enable us to give support and work closely with parents and outside agencies. See separate policies on Equal Opportunities, SEN and Inclusion.

Behaviour

In Foundation Stage we appreciate that children are developing an awareness of themselves and others. The role of the adult is to guide and support each child to make appropriate choices in different situations. We do this by:

1. Providing opportunities within the school day to experience a variety of social situations.
2. Rewarding positive choices as outlined in the whole school behaviour policy, the use of immediate stickers when good choices are noticed and communicating these to parents via a whole class board on daily basis.
3. Giving children a verbal warning following unacceptable behaviour to encourage them to adjust/react appropriately to a situation. Should the behaviour continue children will be given a second verbal warning followed by 'time out' if the behaviour is not altered. It may be necessary for time out to be given earlier depending upon the nature of the incident.
4. During 'time out' children sit quietly in a designated area where they have the opportunity to reflect on their choices.
5. After 'time out' the adult leads a discussion about why the behaviour was unacceptable and how they can make better choices next time.

If behaviour becomes a persistent issue please refer to whole school policy.

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Transition

During the summer term prior to the child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about starting school
- During the summer parents complete a Starting School booklet with their child
- Members of staff make visits to preschool feeder settings
- Our main preschool feeder setting make visits to school to attend the Nativity Play, use the school field, mini sports day and story time with their new teacher and visit their classroom.
- Teachers offer a home school visit to each child at the end of the summer term
- Each child is appointed a Year Six 'buddy' who will support them to settle in September.

From Reception to Year 1

During the final term in Reception, the EYFS profile is completed for each child. Each child's level of development is assessed against the Early Learning Goals. A copy of the profile is given to the Year One teacher and this informs the dialogue between Reception and the Year One teacher about each child's stage of development and learning needs.

Policy Date: Summer 2014

Review date: Summer 2017

EIA Screening

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups?	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; access to buildings, curriculum and communication)		
Gender reassignment		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (language, culture, ethnicity)		
Religion or belief (worship, religious or cultural observance, incl non-belief)		
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment