

Salisbury Primary School

Believe, learn, achieve

EARLY YEARS FOUNDATION STAGE POLICY

This Policy was updated in January 2015 and adopted by the full Governing Body
In September 2015.

Signed: (Head Teacher)

Signed: (Governors)

This policy is due for review in January 2016

Introduction

“Every child deserves the best possible start in life and support to fulfill 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

Principles

The EYFS is based upon four principles:

- **A unique child.** We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise 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 and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children’s development. Through observations we assess the children’s interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- **Learning and development.** The Nursery and Reception classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas where children are able to find and locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At Salusbury Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. We have a clear understanding of school readiness and provide opportunities that develop a life long love of learning, a sense of curiosity, excellent inter-personal skills and physical and emotional resilience.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Early Years team work effectively together to support the learning and development of the children in their charge.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the EYFS is to help young children achieve these five outcomes.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Salusbury Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment that is sensitive to the needs of the child including children with additional needs.
- 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.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability are included.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive.

Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

Additionally there are four specific areas of learning:

- i. · Literacy
- ii. · Mathematics
- iii. · Understanding the world
- iv. · Expressive arts and design
- v.

Achievement of these prime and specific areas of learning is by:

- a. Playing and exploring
- b. Active learning
- c. Creating and thinking critically

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Early Years are involved in this process.

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations and this involves the teacher and other adults, as appropriate. These observations are recorded and used to inform the Senior Leadership Team. The parents and guardians are given the opportunity to meet with the Foundation Stage Team each term and, at the end of the third term, we provide a written summary in relation to the children's early learning goals to parents and guardians.

Learning Through Play

Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

The Induction Process

During the Summer Term prior to starting school the following September the following visits are conducted:

- Staff will visit pre-school settings from which September's intake will be taken, where possible.
- Staff will offer visits to each child in their home environment, where possible.
- Each child and their parents and guardians will be invited to spend some time at Salusbury in order to familiarise themselves with both the staff and the Reception and Nursery environments.

When children join the Nursery Classes in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first week, children will be invited to family conferences and stay and play sessions so that they can familiarise themselves with the learning environment.
- During the second week, children will attend in small groups, 6 new children per session per day.

When children join the Reception Classes in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first week, children will be invited to family conferences and to familiarise themselves with the learning environment.
- During the second week, children will attend in small groups, 6 new children per day for mornings only.
- During the third week and thereafter, children will attend for the full school day with lunch, unless Reception staff and parents or guardians agree that it is not in the best interests of an individual child.

Home and School Links

We recognise that parents and guardians are a child's first and most enduring educators and we aim for the schools and parents and guardians to work closely in the Foundation unit. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and guardians as follows:

- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- We will send home a "Magical Me" book designed to enable Foundation staff and parents or guardians to record outstanding achievements.
- We will publish a theme topic leaflet detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents and guardians to discuss concerns and developments in an informal manner. Conversely, if Early Years staff have concerns about the progress of a child, they will immediately approach parents and guardians to discuss them.
- We will conduct workshops for parents and guardians to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will conduct a further parent consultations to inform parents and guardians formally of a child's results and overall progress.
- There will be opportunities for parents and guardians to visit the school on a volunteer basis to assist with the children's learning.

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform the school nurse of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able; speak a home language other than English, and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-coordinator and EAL team are responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

School Readiness

In order to ensure that all our children are ready for the next stage of learning we ensure that we:

- Identify early any children requiring access to SEN provision and specialist professionals including children who need hearing and sight checks, occupational therapy and speech therapy.
- Put in place targeted support for those children who require it to progress.
- Identify and support children who have English as an additional language.
- Develop the emotional resilience in children to be confidently separated from their parent or guardian.
- Teach language skills so that children can express themselves and communicate their wishes, needs and ideas.
- Teach self care skills so that children can take care of their physical needs.
- Develop listening skills so that children are able to listen to adults and their peers effectively.
- Teach skills that encourage positive interaction with adults and peers, developing an understanding and appreciation of the similarities and differences of others.
- Develop an understanding of empathy and understanding the needs of others.
- Provide exciting and progressive activities that develop an interest in the world around them.
- Encourage children to make observations, notice things and ask questions.
- Develop an interest in books, stories and phonics.
- Develop a growing interest and understanding of pattern and number.
- Encourage an interest and enjoyment of music, drama and dance, team games and PE.