

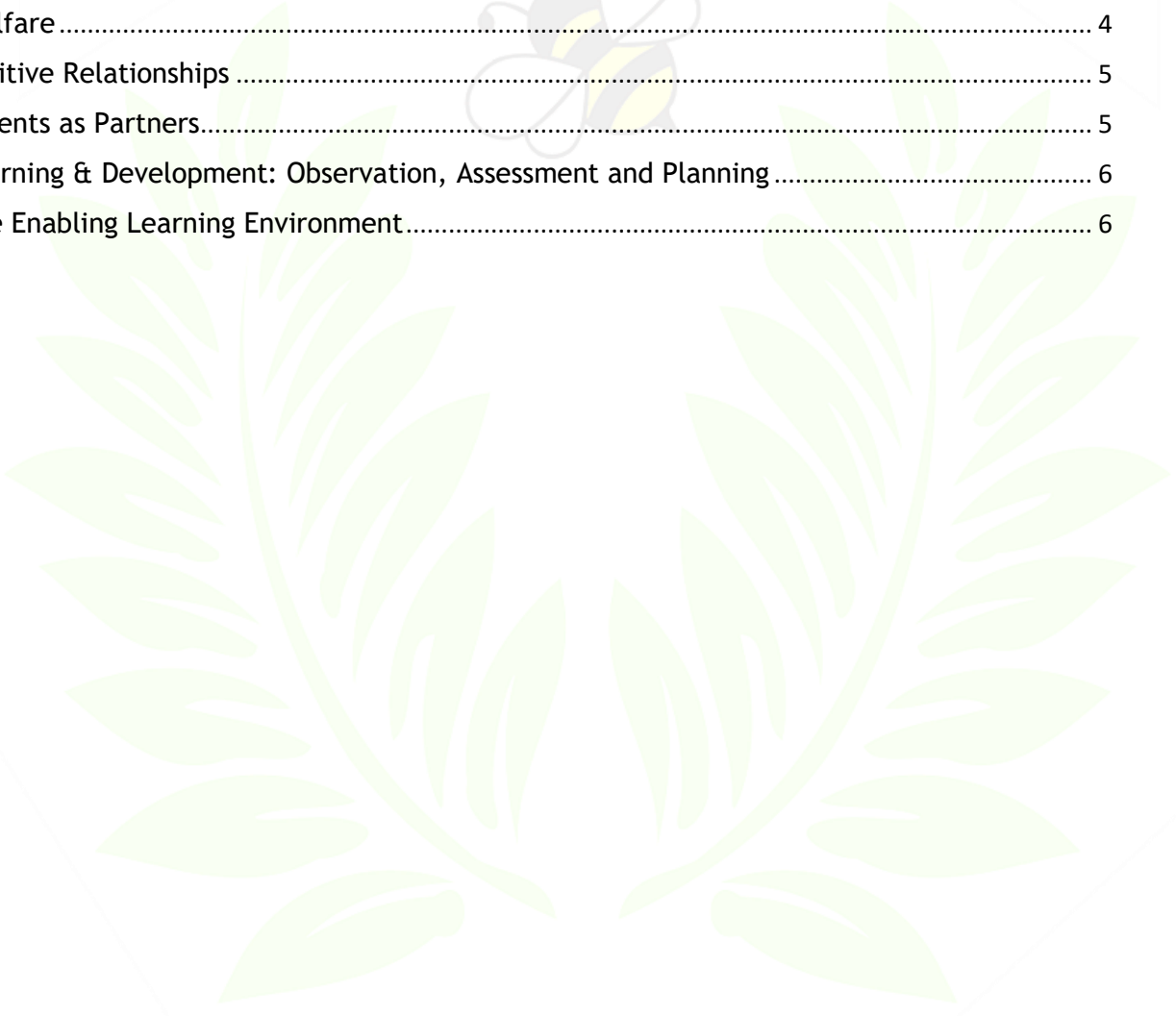
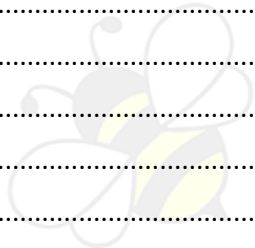


EARLY YEARS FOUNDATION STAGE POLICY

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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. The Academy's EYFS accommodates children from the age of 4 to 5 in our Reception Class.

Aims

At The Ferns Primary Academy we aim to provide a happy, nurturing and stimulating learning environment in which all children are encouraged to value their effort, enjoy the challenge and not be afraid of mistakes. Our core values of Courage, Curiosity, Confidence and Co-operation are embedded in our practices to help our children develop into independent and lifelong learners so that all learners show resilience and a desire for personal excellence.

Our Vision

'Every child deserves the best possible start in life and to be supported to meet 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.'

(Statutory Framework for the EYFS, 2012)

The Early Years Framework

The Early Years Framework in its current form became statutory in September 2012, renewed in 2014. The EYFS is based upon four principles:

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

At The Ferns Primary Academy we adhere to this Framework. All children in the EYFS have access to a broad, rich topic-based curriculum both indoors and outdoors.

The seven areas of learning and experience, ages and stages, and the Early Learning Goals provide a National Framework for planning, teaching and assessing the Early Year's Framework. They also provide an essential link between the pre-statutory framework and the Key Stage One programmes of study.

The Seven Areas of Learning

The seven areas of learning covered by the Framework are:

PRIME AREA: Personal, Social and Emotional Development (PSED)

This area has three sub sections. These are: Making Relationships, Self-confidence and Self-awareness, and Managing Feelings and Behaviour. The outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

PRIME AREA: Communication and Language (C and L)

This area has three sub sections. These are: Listening and Attention, Understanding, and Speaking. These outcomes cover important aspects of language development and provide the foundations for

literacy. The Early Years Policy places a strong emphasis on children's developing competence in speaking and listening and understanding. Other areas of learning also make a vital contribution to the successful development of literacy.

PRIME AREA: Physical Development (PD)

This covers both fine and gross motor development and keeping healthy. Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life.

SPECIFIC AREA: Mathematics (M)

This is broken down into two sub sections. These are Number and Shape, and Space and Measures. These outcomes cover important aspects of mathematical understanding and provide the foundation for Mathematics. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

SPECIFIC AREA: Literacy (L)

This area of learning has two sub-sections of Reading and Writing. The objectives ensure success in early reading and writing skills. Phonics plays a big part in this area and the ability to blend for reading and segment for spelling are skills that are promoted daily in the Foundation Stage at The Ferns Primary Academy.

SPECIFIC AREA: Understanding the World (U the W)

This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry focusing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

SPECIFIC AREA: Expressive Arts and Design (CD)

This covers art, music, and drama. This area of the EYFS framework focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

Characteristics of Effective Learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes.

Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and exploring - engagement: • Finding out and exploring • Playing with what they know • Being willing to 'have a go'

Active learning - motivation: • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do

Creating and thinking critically - thinking • Having their own ideas • Making links • Choosing ways to do things.

The Characteristics of Effective Learning are illustrated through the Learning Powers and Learning Pit used throughout the school and as such provide a foundation stone to developing a Ferns Learner.

A Unique Child

At The Ferns Primary Academy we recognise that each child is a unique human being and to fulfil their potential, every child has to feel valued and nurtured. We recognise that children develop in individual ways and at varying rates but, by underpinning the learning environment with our core values, all children will be provided with a strong foundation to succeed. We use praise and encouragement, as well as rewards, to encourage children to develop a positive attitude to learning and to recognise when they have achieved their personal best.

Inclusion

We value the diversity of individuals and celebrate difference. All children at The Ferns Primary Academy are treated fairly regardless of race, religion or abilities and all children and their families are valued within our school. In our school 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 EYFS 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.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- teaching through objective-led, in the moment planning to ensure all children are engaged and reach their full potential through their interests
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from discrimination and stereotyping
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary. It is important to us that all children in the school 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. We aim to protect the physical and psychological well-being of all children (see The Ferns Primary Academy Safeguarding & Child Protection Policy).

Welfare

At The Ferns Primary Academy we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012.

We understand that we are required to:

- 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 are safe and suitable for purpose
- ensure that every child receives enjoyable, stimulating 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

At The Ferns Primary Academy we recognise that children learn to be strong and independent to form secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children.

We do this through:

- talking to parents about their child before their child starts in our school
- offering a teacher visit all to children in their home setting prior to their starting school and Nursery
- giving the teacher the opportunity to spend time with their children before starting school during 'Transition sessions' and 'Open Day' for Nursery
- inviting all parents to an induction meeting during the term before their child starts school
- offering parents regular opportunities to talk about their child's progress in our reception class and allowing free access to the children's 'Learning Journey' booklets
- encouraging parents to talk to the child's teacher or key worker if there are any concerns on a regular basis. There is a formal meeting for parents in the Autumn and Spring term at which the teacher and the parents discuss their child's progress in confidence with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents, e.g. class assemblies, Sports Day, etc.

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. At our school the EYFS teacher and EYFS Teaching Assistant act as a 'Key Person' to all children in EYFS.

Parents as Partners

We value the involvement of parents in school. Parental involvement with school begins even before children start, with an invitation to visit the school, meet their child's teacher and visit their classroom. Reception parents are invited to a workshop in the summer term to provide them with essential information for the next academic year.

Parent consultation meetings are held throughout the year at which parents are invited to discuss their child's progress. A report is sent out at the end of the summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way

about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher in the first instance and then the Head Teacher.

Parents are kept informed of all happenings in the school by regular newsletters, notices on the noticeboard, Marvellous Me messages, school Facebook page and website. Parents are invited to various assemblies and functions throughout the year.

Learning & Development: Observation, Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. The fostering of the children's interests develops a high level of motivation for the children's learning. 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. These observations are recorded in a variety of ways, and contribute to the child's individual 'Learning Journey' which is recorded on Tapestry. At the end of the reception year in school, the child's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Enabling 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, quiet, creative, etc. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The Foundation Stage has outdoor areas, and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

A risk assessment is in place that covers the basic provision that we provide in the EYFS and ongoing verbal risk assessments are continuously discussed with the children to help them to take measured risks and keep themselves safe.