



5.08

Early Years Foundation Stage Policy

Aims

- Provide quality care and education for children aged 6 weeks - 5 Years.
- Work in partnership with parents and carers to help children learn and develop.
- Offer children and their families a service that promotes equality and values diversity.
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate and explore their learning
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

The Curriculum

The Early Years Foundation Stage (EYFS) and Statutory Framework for the early year foundation stage (April 2017) sets the standards that all Early Year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We follow this curriculum to help build a stimulating learning environment for children in our care. We continue to observe, assess and plan for all children, and this enables us to extend and strengthen learning. We aim to provide children with the foundations to develop positive attitudes to future learning. For more information please visit:

www.foundationyears.org.uk/wp-content/.../EYFS_Parents_Guide.d

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. They support children's learning in all other areas, they are known as the prime areas. (Statutory Framework; DfE 2017: 1.3),

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. 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.

Teaching strategies

We ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible.

Learning through play is an important part of our Early Years rooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace.

Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

Reading and story play is an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for whole class stories but also that there are many opportunities to enjoy books at other times.

The outdoor area is an important part of the children's learning. We try to ensure that the range of activities outside reflects the different curriculum areas. The Pre School classes also have P.E. sessions once a week with our sports coach. Each child has their own labelled peg and tray. We encourage children to take responsibility for keeping their clothes, bags and art work safely in one place!

Recording – Learning Diaries and tracking documents – Tapestry

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

Each child will have their own online learning profile using a website called 'Tapestry'. This is an online journal made up of observation and photos of your child's time with us. This is linked to the Early Years Foundation Stage (EYFS) to enable us to follow and support your child's development. You will be provided with a unique password and username for your child.

Through tapestry we can then record a child's progress and ensure we are giving them the correct opportunities. Parents have access to their child tapestry account at all times. They are encouraged to contribute to this.

When joining the setting, we carry out 'On Entry' assessments for each child. Throughout the Early Years the child's key person submits end of term assessment data to the Early Years Coordinator showing each child's development across the seven areas of learning. This enables us to make sure staff are providing the right opportunities and experiences for children to progress appropriately, it also highlights areas of development.

This policy was adopted by	Silverhill School
Date	January 2019
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Name of signatory	Jenifer Capper
Role of signatory	Head Mistress