



Early Years Foundation Stage Policy

September 2016

REVIEWED:

2018

REVIEWED:

2020

REVIEWED:

2022

STATEMENT OF POLICY

The Early Years Foundation Stage (EYFS) is a statutory document that sets the standards that all early years providers and schools must meet to ensure that children up to the end of their foundation year learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We are committed to providing all of our pupils with the very best educational opportunities in their early years and the EYFS gives us a framework to achieve this; we believe that we have a pivotal role in building foundation for future learning and for life. This policy describes our approach to delivering and embedding the EYFS into our practice.

LEGISLATION

The learning and development requirements (of the EYFS) are given legal force by an Order made under section 39(1)(a) of the Childcare Act 2006.

The safeguarding and welfare requirements (of the EYFS) are given legal force by Regulations made under section 39(1)(b) of the Childcare Act 2006.

The governing body agreed this policy on: to be ratified on 7th September 2016

This policy will be reviewed by the Teaching and Learning Committee

Review frequency: every three years

Signed:

Date:

Headteacher – Laura Jeffs

Signed:

Date:

Chair of Governors – Paula Roan

ROLES AND RESPONSIBILITIES

The Headteacher has responsibility for monitoring and responding to data relating to pupils attainment and progress and for sharing this with the governing body as well as practitioners.

Senior Teacher has responsibility for the teaching and learning of all pupils and for overseeing planning and assessment.

Classroom leaders act as key workers for all pupils to ensure that there is consistency and that effective relationships are established between Nursery and home. Classroom leaders delegate certain aspects of this role to key people within the class to meet the individual needs of children.

Classroom leaders / key workers are responsible for their children's induction into Nursery, coordinating admission visits/home visits to ensure care meets each child's individual needs and building a positive relationship with parents.

Everyone working at Menphys shares a collective responsibility for:

- helping every child reach their full potential;
- ensuring that all parents and carers feel welcomed, valued and involved in their child's learning;
- keeping children safe;
- delivering high quality and enriching learning opportunities;
- continually reflecting on practice to ensure, identifying ways it can be improved and implementing change.

THE CURRICULUM

Learning opportunities are always carefully differentiated to meet the needs of the individual child. Our teaching supports learning and development by:

- responding to each child's emerging needs and interests;
- being committed to inclusion by providing additional or different strategies and approaches where needed;
- ensuring all children are challenged appropriate to their developmental needs;
- using materials and resources that children can access through all of their senses;
- promoting alternative and augmentative communication, including signs and symbols;
- using visual and written materials in different formats, including large print and symbol text, using information and communication technology (ICT);
- increasing children's knowledge of the wider world by including visits and outings beyond the setting, to extend their experiences and imagination;
- promoting children's independence, resilience and self-esteem;
- helping children who have particular difficulties with behaviour to take part in learning effectively by applying effective and consistent behaviour management strategies;
- ensuring that there are daily opportunities for outside learning and play;
- valuing play based learning including outdoor, heuristic and loose parts play;
- providing child initiated activities and opportunities for children to become independent learners.

PARENTS AS PARTNERS

At Menphys we fully appreciate that parents have the right to play a central role in making decisions about their child's care and that parents have a vital role in enhancing their child's development and learning. We work incredibly hard to build collaborative relationships between parents and Nursery staff and are continually developing new ways to improve our success in this area.

Successful relationships become partnerships when there is two-way communication and parents and practitioners really listen to each other and value each other's views and support in achieving the best outcomes for each child. When needed, we link with and help families to access relevant services from other agencies as appropriate. Our experience has shown us that, when practitioners are friendly professionals with a genuine interest in the children, parents come to like and trust us, and mutual respect can flourish.

Some of the strategies we use to build positive relationships with families:

- Our 'open door policy' welcomes parents at any time to discuss any concerns and also to spend time in the setting seeing how their child learns and interacts;
- We effectively plan for a smooth transition; this includes a home visit.
- Parents are asked to contribute information to create a SEND Support Plan for their child. In particular we ask them to write a one page profile which explains their child's strengths and needs;
- Questionnaires are sent home at various point; findings are considered and acted on;
- Resources and displays represent the ethnic, cultural and social diversity in society;
- They always get a warm and genuine greeting;
- They do not see other parents being treated better than they are;
- Staff pronounce parent's and children's names correctly;
- Staff are flexible and able to cope with the unexpected twists and turns of family life;
- Regular review meetings and learning events for parents and families;
- Parents are reassured that their child's safety and security is of paramount importance.

N.B. Where the word parent/s is used in this policy, it should be taken to mean parent/s or other carer/s.

CHARACTERISTICS OF EFFECTIVE LEARNING

When planning and guiding learning activities, staff consider the different ways children learn and reflect these in their practice.

The three main characteristics of effective teaching and learning are:

- playing and exploring
- active learning
- creating and thinking critically

THE FOUR THEMES OF THE EYFS

Our practice is shaped by four themes:

- 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 and parents and/or carers;
- **children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

AREAS OF LEARNING AND DEVELOPMENT

To ensure our pupils have broad learning experiences, we deliver balanced activities which support the seven areas of learning:

Communication and language development involves giving pupils opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations (this is likely to include other communication systems such as symbols or signing)

Physical development involves providing opportunities for pupils to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing pupils with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding pupils to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

APPROACHES TO TEACHING AND LEARNING

As Nurseries we aim to:

- Provide teaching and learning which will equip children for the rest of their lives;
- Address the learning needs and styles of the individual child;
- Develop and build self-esteem to enable children to grow into confident individuals;
- Ensure that children enjoy learning and become independent and enthusiastic learners for life;
- Provide a range of enriching, engaging and innovative learning opportunities.

When teaching and working with the pupils, practitioners need:

- A sound knowledge of the EYFS, early childhood development and special educational needs;
- Clear objectives;
- Structured planning with differentiated activities and different learning styles;

- Well-prepared and engaging resources appropriate to individual needs;
- Good classroom management;
- Opportunities for Assessment, Tracking and Observation;
- A reflective approach.

When delivering learning opportunities, practitioners will ensure that:

- They deliver well-structured lessons;
- Ideas will be communicated in a variety of ways;
- They demonstrate enthusiasm and pace;
- Vocabulary will be appropriate and relevant;
- Differentiation is used so that all children have access to the curriculum at their own level;
- Makaton sign language and symbols is used in all aspects of Nursery life and that ICT communication aids and switches will be used to encourage learning.

To encourage effective learners, we support children to:

- Be responsive, receptive and show respect for all
- Have a sense of ownership and be involved in their work
- Develop perseverance
- Interact with peers and adults
- Develop independence and self-esteem
- Recall and build on previous knowledge and experience

PLAY

We believe that play, both indoors and outdoors, is a fundamental aspect of learning in the early years. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world;
- Practise and build up concepts, ideas and skills;
- Learn how to control impulses and understand the need for rules;
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings;
- Take risks and make mistakes;
- Think creatively and imaginatively;
- Communicate with others as they investigate and solve problems;
- Express fears to relieve anxious experiences in controlled and safe situations;

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment;
- Supporting children's learning through planned play;
- Extending and supporting children's spontaneous play;
- Extending and developing children's language and communication in their play;
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning;
- Narrating children's play;
- Asking questions about children's play.

PLANNING

We have comprehensive systems in place to ensure that children's learning is carefully planned for and facilitated. These systems ensure that stimulating, enriching and engaging themes are developed to encourage and support the children's learning. Themes / Topics are used as a means to develop and extend children's learning and to introduce new vocabulary; wherever possible, children's current likes and interests are used as a stimulus.

Planning is differentiated to match children's developmental stage rather than their chronological age; we ensure that all children can access learning opportunities and that they are provided with appropriate challenge.

ASSESSING AND RECORDING

Assessment processes at Menphys play an important part in helping parents, carers and practitioners to recognise children's progress and understanding future learning needs. Ongoing assessment is an integral part of our teaching and learning process. It involves teachers and 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. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Assessments

- B-Squared Assessments completed for all children. The monitoring of these summative assessments produce an on-going rigorous picture of children's attainment and progress;
- Teachers and classroom leaders complete the assessments twice a year;
- Staff use their knowledge of B Squared to inform their practice;
- Children who are of appropriate age will have their attainments recorded on the Foundation Stage Profile;
- Early Assessment Reviews (EAR) are completed as children start at the Nursery;
- Practitioners carefully record outcomes for specific learning activities and also during more informal opportunities.

EYFS requirements: Progress from the Start

- Sharing Progress reports will be written for distribution in twice a year. These will contain a summary of curriculum coverage and progress, review of progress towards previous targets (as appropriate), future targets recoded on a Targeted Support Plan.
- Integrated Health Reviews – the Local Authority are still finalising plans but practitioners are expected to produce '2 year Progress Checks' when needed.
- Prior to writing the future targets, teachers will need to liaise with other professionals.

Learning Journeys

- The child's keyworker/classroom lead is responsible for each child's Learning Journey;
- Learning Journeys will be created for every child and will be collated in chronological order;
- They will include the Parent's Voice, The Child's Voice and The Practitioner's Voice;
- Practitioners should be active in developing ways to include the voice of parents and carers;
- Examples of children's learning and work will be included; it will be neatly annotated and dated;
- A range of observations should be included to ensure progress over time;
- Systems are in place to ensure that learning journeys are of a consistently high standard.