



West Pennard Primary School

EARLY YEARS FOUNDATION STAGE POLICY

April 2018

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Early Years Foundation Stage Curriculum Policy

Our school vision...

***'Since God so loved us, so we must love one another'
(1 John 4 v11)***

***Valuing our Christian foundation, we care for each other and our world.
We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.
Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do.***

We link this policy with our Christian values of:

- ❖ **Truthfulness**
- ❖ **Compassion**
- ❖ **Friendship**
- ❖ **Thankfulness**
- ❖ **Respect**
- ❖ **Forgiveness**

We are fully committed to each day a fresh start in the spirit of forgiveness and Christian love.

Rationale

'Every child deserves the best possible start in life and support to fulfil 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)

The Early Years Foundation Stage applies to children from birth to the end of their reception year. At West Pennard School children are admitted in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At West Pennard School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

Aims

West Pennard School aims to support all children become independent and collaborative learners.

At West Pennard School, we will:

- Provide a happy, safe, stimulating and challenging environment for learning and development for each child as they begin their journey through school.
- Provide a broad, balanced, creative play based curriculum that will set in place firm foundations for future learning.
- Enable each child, through encouragement and high expectations, to develop to their full potential, socially, physically, intellectually and emotionally.

- Support children to develop independence within a secure, nurturing environment. Enabling them to build relationships through the development of social skills and self-confidence.
- Develop firm relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of each individual child.

Our Early Years Ethos

Learning through play is an important part of our Early Years provision. We believe that children learn best through activities and experiences that interest and inspire them. We provide children with stimulating, play based experiences in which they can explore and develop their learning to help them make sense of the world. We encourage children to think creatively and critically alongside other children as well as on their own. We provide opportunities for children to practise skills, build upon and revisit prior learning and experiences at their own pace. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their learning. Creating a balance between child initiated and adult led activities is very important to us.

By the end of the summer term in reception the children will experience more adult directed tasks as they prepare for their transition to year 1.

The Curriculum

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

- **A Unique Child** – who is constantly learning and can be resilient, capable, confident and self-assured
- **Positive Relationships** enable children to be strong and independent
- **Enabling Environments** – their experiences respond to their individual needs
- **Learning and Development** – children learn and develop at different rates

At West Pennard School we follow the curriculum as outlined in the statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected.

Three areas are known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The Prime areas are:

- **Personal Social and Emotional Development**
- **Physical Development**
- **Communication and Language**

The prime areas are strengthened and applied through four specific areas.

Specific areas:

- **Literacy**
- **Mathematics**
- **Understanding of the World**
- **Expressive Arts and Design**

The seven areas of learning and development set the foundations for learning and provision within the setting. All areas are equally important and interconnected. None of the areas for learning and development can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across all areas. They require a balance of adult led and child initiated activities in order for most children to reach the expected levels required at the end of the EYFS.

Planning

At West Pennard School we have a job share in our reception class. Teaching, planning and assessment is shared equally between both teachers. Teachers meet weekly to ensure that there is a continuity in teaching, planning and assessment.

The Early Learning Goals provide the basis for planning throughout the foundation stage. The planning objectives within the foundation stage are gathered from the development matters statements from the EYFS document.

Teaching staff plan activities and experiences for children to enable them to develop and learn effectively. Foundation stage staff take into account the individual needs, interests and stage of development of each child, and use this information to inform planning and challenge all learners.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through supportive, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning.

Assessment

At West Pennard School ongoing assessment is an integral part of the learning and development processes. Foundation Stage practitioners observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Assessments are made throughout the year to track each child's progress and highlighting any gaps in their learning. Changes are made within the planning and provision to close the gap to ensure all children reach their full potential.

At the end of the EYFS, pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected level of development
- Exceeding expected levels or,
- Not yet reaching expected levels (emerging)

Each child has a learning journey which reflects child initiated and adult led achievements as well as ongoing observations. This document is available to parents and is shared at parents meetings throughout the academic year.

Working with Parents

At West Pennard School we recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

We recognise the role that parents have and value the contributions they make. We reinforce this partnership by:

- Holding a new parents evening before the children start their transition into school
- Inviting children to 'stay and play' sessions before they start school
- Inviting parents to stay for an 'open afternoon' session before their child starts school
- Offering parents the opportunity to stay and settle their child when dropping them off in the morning
- Inviting parents to a formal meeting during the Autumn and Spring term at which they can discuss their child's progress with the teachers
- Providing parents with a report of their child's attainment at the end of the school year
- Encouraging parents to talk to teachers if there are any worries or concerns

Transition

We aim to support children through their transition from pre-school provision to school by:

- Visiting children in our main feed pre-schools and nurseries
- Inviting parents to a new parents evening before children start at school
- Providing an open morning for children and their parents to attend. Allowing time for both children and parents to become familiar with the school environment and meet other children and parents
- Provide a stay and play session for children before they start school to enable familiarity with the setting and practitioners

We aim to support children through their transition from reception to Year 1 by:

- Offering children opportunities to spend time in our Year 1 class during the Summer term
- Inviting Year 1 teacher into reception class for shared stories during Summer term
- In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an

effective, responsive and appropriate curriculum that will meet the needs of all children.

Safeguarding

At West Pennard School we understand that that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage and those set out in Keeping Children Safe 2016.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- To promote good health.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture and equipment is safe and suitable for purpose.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed at least every two years

At every review, the policy will be shared with the governing board