

PERRYFIELDS INFANT SCHOOL EARLY YEARS FOUNDATION POLICY



Helping each other to learn and grow

"Every child deserves the best possible start in life and support to 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."

AIMS

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children develop and learn in different ways and at different rates.

A UNIQUE CHILD

At Perryfields Infant School, 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, at varying rates. Children's attitudes and disposition to learning are influenced by feedback from others. We use praise and encouragement as well as celebration/sharing assemblies and rewards to encourage children to develop a positive attitude to learning.

POSITIVE RELATIONSHIPS

At Perryfields Infant School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relations with the children, carers and their families.

PARENTS AS PARTNERS

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 the children. We do this through:

- Talking to parents during home visits about their child before their child starts school;
- Giving the children the opportunity to spend time with their teacher before starting school during 'stay and play' induction sessions;
- Inviting all parents to an Induction Meeting and Meet the Teacher Meetings at the beginning of the school year;
- Offering parents regular opportunities to talk about their child's progress in our reception classes;
- Providing parents with information about the Foundation Curriculum and give suggestions on ways they may support their child's learning;

- Having regular Parent Consultation Evenings where parents are provided with information about their child's progress and their next steps in learning and how they can help;
- Welcoming parents into the classrooms to help out and work with groups of children.
- Using 'Home/school learning diaries' for both teachers and parents/carers to support and recognise children's learning and achievements.
- Sharing 'Learning leaves' which recognise the children's achievements and share the child's next steps of learning.
- Arranging a range of activities throughout the year that encourage collaboration between child, school, carers and parents: themed days, special assemblies, special lunches, sports day, open afternoons, workshops etc.

All staff involved with the EYFS aim to develop good relationships with all children, interact positively with them and taking time to listen to them. At our school the EYFS teachers act as a 'Key Person' to all children in EYFS, supported by the Learning Support Assistants.

As a setting practitioners regularly attend cluster meetings and share practice with other settings. We have good links with the local playgroups where important information is shared about children new to the school.

ENABLING ENVIRONMENTS

At Perryfields Infant School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning before planning challenging but achievable activities and experiences to extend the children's learning.

THE LEARNING ENVIRONMENT

The EYFS 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. The EYFS classes have their own enclosed outdoor classrooms. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It allows the children to explore, use their senses and be physically active. We plan activities and resources for the children to enable them to develop in all 7 areas of learning.

LEARNING AND DEVELOPMENT

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in KS1.

THE EYFS CURRICULUM

The curriculum in the reception classes is linked to the Foundation Stage Curriculum Framework.

Activities both indoors and outside are planned using the seven areas of learning and development and a creative themed approach. These are:

- Communication and language;

- Physical development;
- Personal, social and emotional development;
- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

None of these areas can be delivered in isolation from the others. They are all important and depend on each other. All areas are delivered through planned, purposeful play and through a mix of child initiated and adult-led activities. We provide differentiated activities and opportunities for the children to develop emotionally, intellectually, physically and spiritually. Children with Special Educational Need are supported and More Able children are challenged.

When the children join Perryfields Infants they discover more about the real world and learn through interesting activities which they enjoy, can control and offer success. A happy child is a happy learner.

SPECIAL EDUCATIONAL NEEDS

We aim to work with children as individuals in order to identify their needs and plan to meet them so that they can achieve their best.

Parents of SEN children are involved in their children's development and are kept informed of progress on a regular basis. We encourage parents to work as part of a team helping their children to be happy and work to their full potential. As a school we work in partnership with outside agencies, e.g. speech therapists, occupational therapists etc to provide appropriate support.

COMMUNICATION AND LANGUAGE DEVELOPMENT

This involves giving children 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.

PHYSICAL DEVELOPMENT

To provide opportunities for young children 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

To help 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

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 and writing materials to ignite their interest.

MATHEMATICS

To provide children 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

To guide children 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

To enable 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.

PLAY

“Play is essential for children’s development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play and taking part in play which is guided by adults.....In their play children learn at their highest level.” (DFE Statutory Framework for the Early Years Foundation Stage 2012)

Through play and adult-led activities children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. Children have access to fun and exciting activities that capture the children’s interest and natural curiosity, ensuring that they develop skills to investigate and explore.

ACTIVE LEARNING

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning. At Perryfields Infant School we encourage active learning by encouraging children to take more ownership of the creative termly themes.

ASSESSMENT

Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs and to plan activities and support. Ongoing assessment (formative assessment) is an integral part of the learning and development process. The children are assessed in line with the Early Learning Goals in the Foundation Profile. 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. In our interaction with the children we respond to our own day-to-day experiences and closely monitor the children’s progress.

SMSC

At Perryfields Infant School Early Years Foundation Stage we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. All curriculum areas within the EYFS have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing compassion and respect for pupils and their families.

As children start in our EYFS they will learn that it is a place where pupils can find acceptance for themselves. Children should learn to differentiate between right and wrong in as far as their actions affect other people. A key part of starting in EYFS is learning about this. They will be encouraged to value themselves and others. Children should understand the need for rules and the need to abide by rules for the good of everyone. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning.

BRITISH VALUES

National Curriculum subjects are taught in a cross curricular, creative thematic approach. All children are encouraged to learn about working together in pairs and groups and treating others with respect and tolerance, regardless of background and understanding rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and the whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy and many school decisions are influenced through the pupils voice which is through the democratic process of the School Council.

INCLUSION

- We aim to provide for all children so that they achieve their full potential.
- We identify which children or groups of children are under-achieving and take steps to improve their attainment through LSA and SENCO support and interventions
- More able children are identified and suitable challenges provided.

EQUAL OPPORTUNITIES

All children are provided with equal access to the EYFS curriculum. We aim to provide exciting learning opportunities regardless of gender, ethnicity or home background.

REVIEW

This policy will be reviewed according to the policy reviews timetable taking into account national and school based initiatives.

Signed.....T. Famer.....

Dated.....11/2/19.....

N.B. Please see separate risk assessment form for staff home visits.