

# EYFS Policy

# Mesne Lea Community Primary School

## Foundation Stage Policy

### 1. Introduction

- 1.1 The Foundation stage applies to children from three years of age to the end of the reception year. (compulsory schooling begins at the start of the term after a child's fifth birthday)
- 1.2 Children joining our school have already learnt a great deal. Many have been to one of a range of settings in our community. The early education we offer our children is based on the principles of the EYFS
- Unique Child- : Every child is a competent learner from birth who can be resilient, capable, confident and self-assured
  - Positive Relationships- Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
  - Enabling Environments -The environment plays a key role in supporting and extending children's development and learning.
  - Learning and Development -: Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected

### 2. Aims of the Foundation Stage

- 2.1 The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:
- Personal social and emotional well-being
  - Positive attitudes and dispositions towards their learning
  - Social skills
  - Attention skills and persistence
  - Language and communication
  - Reading and writing
  - Mathematics
  - Knowledge and understanding of the world
  - Physical development
  - Creative development
  - Sense of fun, wonder and excitement within all aspects of the curriculum

### 3. Teaching and learning Style

- 3.1 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 Foundation Stage as much as they do to the teaching in Key Stage 2
- 3.2 The more general features of good practice in our school that relate to the foundation stage are:

- The partnership between practitioners and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- The understanding that practitioners have of how children develop and learn and how this affects our teaching
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical social and emotional abilities
- The encouragement for children to communicate and talk about their learning and to develop independence and self-management
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of progress and future learning needs of children through observations which are regularly shared with parents
- The good relationship between our school and the settings that our children experience prior to joining our school
- The clear aims for our work and the regular monitoring to evaluate and improve what we do
- The regular identification of training needs of all adults within the foundation stage.

#### **4. The Foundation Stage Curriculum**

- 4.1** The curriculum for the Foundation Stage in our school, reflects the EYFS and the six areas of learning within it. The experiences that our children meet most often enable them to develop a number of competencies, skills and concepts across several areas of learning.
- 4.2** Children have a daily Mathematics, Literacy and Phonic session. The children are then given the opportunity to consolidate the skills taught within the Continuous Provision. Children also participate in Guided Reading sessions in small groups.
- 4.3** Practitioners use the Development Matters section of the EYFS Practice Guidance to plan for learning towards the Early learning Goals.

## **5. Play in the Foundation Stage**

**5.1** Through play our children explore and develop learning experiences, which help them make sense of the world they practise and build up ideas and 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 and as they investigate and solve problems. They express fears and re-live anxious experiences in controlled and safe situations.

## **6. Inclusion in the Foundation Stage.**

**6.1** At Mesne Lea we celebrate the endeavours and achievements of all children. We believe that all our children matter. We give children every opportunity to achieve their best. We do this by taking into account our children's range of experiences when planning for their learning.

**6.2** In the Foundation Stage we set realistic and challenging targets that meet the needs of our children to help them to achieve the Early Learning Goals by the end of Foundation Stage. We do this by planning carefully to meet the needs of boys and girls, children with SEN, children who are more able, children with disabilities, children from all social and cultural backgrounds, children from all ethnic groups and those from diverse linguistic backgrounds.

**6.3** 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
- Using a wide range of teaching strategies based on children's learning needs
- Providing a wide range of opportunities to motivate and support children to help them learn effectively
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Using resources which reflect diversity and a free from discrimination and stereotyping
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Providing Early Intervention for any identified need

## **7. Assessment**

**7.1** We make regular assessments of children's learning and we use this Information to ensure that planning reflects identified needs. Assessment in the Foundation Stage is follows on from observations. These are used to inform the Nursery Profile and E-Profile. Profiles are regularly shared with parents.

## **8. The Role of the Parents**

**8.1** We believe that all parents/ carers have a vital role to play in the education of their child. We aim to strengthen these links and work in partnership with parents through

- Parent Questionnaires sent out annually with information collated and action points displayed for parents
- Parent Discussion sheets that are filled in during parent consultations.
- Opportunities for parents to contribute to planning on a weekly basis
- All About Me sheets that are sent out as part of the Welcome Package
- Induction meetings and drop in sessions
- Introduction to Profile/Reading meeting
- Offering parents regular opportunities to talk about their child's progress in the foundation Stage
- Having flexible and gradual admission arrangements that enable children and parents to become secure and by allowing time to discuss each child's circumstances
- Regular communication with home both verbally and through the All About Me books.
- Offering parents the opportunity to contribute to their child's profile through parent contribution sheets

We also share the Medium Term Planning(Starting Points) each half term with the parents and send out an Early Years newsletter on a half termly basis.

## **9. Resources**

**9.1** We provide a well-resourced learning environment, both indoors and outdoors that encourages independent learning. We encourage children to make their own selection of the activities we have on offer and value their input and decisions.

## **10. British Values**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the 2014 Early Years Foundation Stage Curriculum in the areas of Personal, Social and Emotional Development and Understanding the World. Children are encouraged to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. Staff help children to understand their own and others' behaviour and its consequences and learn to distinguish right from wrong. Staff collaborate with children to create the rules and the codes of behaviour and ensure that all children understand that rules apply to everyone. Staff provide children with the opportunities to develop their self-knowledge and self esteem and increase their confidence in their own abilities. They endeavour to provide a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that we are free to have different opinions. Managers and leaders endeavour to create an ethos of inclusivity and tolerance by knowing about similarities and differences between themselves and others and among families, faiths and communities, cultures and traditions and share and discuss practices, celebrations and experiences. Staff actively promote diverse attitudes and challenge stereotypes and provide resources that challenge gender, cultural and racial stereotyping.

**Signed:**

**Date:**