

Bedfont Primary School



Early Years Foundation Stage Policy

Bedfont Primary School is committed to preserving the rights of children in accordance with the United Nations Convention on the Rights of the Child. The articles which underpin this policy are:

- Article 2 - The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.
- Article 3 -The best interests of the child must be a top priority in all things that affect children.
- Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
- Article 23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.
- Article 28 – Every child has the right to an education.
- Article 29 - Education must develop every child’s personality, talents and abilities to the full.
- Article 31 - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

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Introduction

Early Years Education forms the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all areas of learning and development. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Bedfont Primary. The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults. In the policy the term 'setting' refers to the Early Years educational provision at Bedfont Primary.

Aims of the Early Years Foundation Stage

At Bedfont Primary we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

The Early Years Foundation Stage framework

Teaching in the EYFS setting at Bedfont Primary is delivered in accordance with the government's statutory documents- Early Years Outcomes- alongside the non-statutory guidance 'Development Matters'.

The curriculum is centred on 3 prime areas of learning:

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

Providers must also support activities through four specific areas which strengthen the prime areas.

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a broad and balanced curriculum which allows children to make lots of links between what they are learning.

The characteristics of effective learning skills are developed through child initiated play. At Bedfont Primary, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1.

Characteristics of Effective Learners

At Bedfont Primary we recognise that young children learn best through when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play. We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development underpinning all areas of learning are the characteristics of effective learners. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts. In the EYFS setting at Bedfont Primary practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery within settings.

Assessment and Record Keeping

On-going assessment is an essential aspect of the effective running of the EYFS setting at Bedfont Primary. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, post-it notes, whole class grids, photographs). All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress. Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journeys. Learning Journeys record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations. At the end of the year it provides a summary of every child's development and learning achievements. Baseline assessment is carried out during the children's first few weeks upon entering the setting and the schools tracker system is moderated by the borough using the development matters age related bands. Judgments made on children's development on the tracker are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development.

Planning

Development Matters provides a long term plan to follow by ensuring that all areas of learning and effective learning skills are covered throughout the academic year. Medium term planning is created with all early years practitioners involvement and takes into account the individual children's learning and developmental needs. All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors and outdoors. Educational visits within the local community and further afield are also planned to support children's learning within the classroom.

Parents as Partners

At Bedfont Primary we recognise the importance of establishing positive relationships with parents. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents. We value the role of parents as children's primary educators. Through questionnaires and informal chats at the beginning and end of

the day, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests. Parents are kept informed of what is happening in the setting through our website, regular letters, reading records and informal discussions at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting. Newsletters are also sent home on a weekly basis. Parents are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the Autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent's evening takes place during the Spring term where practitioners will feedback on children's learning and development progress. Other opportunities for practitioners to share children's learning, development and well-being with parents include 'Come and Play', Learning Journeys, end of year reports and Celebration assemblies where children's achievements are recognised. Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills (e.g. cooking, art, music) to support children's learning. Parents may be invited into the setting on other occasions such as 'Come and Play' where children show them their work.

Admissions and Induction

Bedfont Primary provides flexible hours choices in the Nursery and all children are home visited in July and are invited to stay and play sessions throughout the year before they attend Nursery. Full-time Early Years education is offered in the Reception Year. Reception is for children who enter school from September of the academic year in which they will turn five years old. Before they start in the setting, all children are offered a series of visits during the Summer term. The purpose of these initial visits is for the children to meet their new practitioners and start to become familiar with the setting environment. The aim of these visits is to support practitioners to develop their knowledge and understanding of each child in order to make the transition period to Bedfont Primary School as smooth as possible. In the Summer term parents and children are invited into school to meet the setting practitioners. At this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions. School information packs will be distributed to parents at this meeting, detailing school routines and expectations. From September children attend the setting full-time, though parents can opt for their child to attend part-time should they see fit. Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school. *(See Admissions Policy for more information)*

Equal Opportunities

All practitioners at Bedfont Primary have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting at Bedfont Primary. *(See Equalities Policy for more information)*

Monitoring and Review

It is the responsibility of the EYFS practitioners to follow the principles stated in this policy. Mrs P. Miller and Mr R. Stack are the Governors responsible for the EYFS. These governors will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.