

Temple Ewell Church of England Primary School Early Years Foundation Stage Policy

Introduction

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

“Early Years Foundation Stage Profile” Department of Education, March 2017.

Principles

The EYFS is based upon four principles:

A unique child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We also recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. Children learn best when they feel safe and secure and when their parents and the school work together to ensure that the child’s needs are met, the children flourish.

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children’s development. Through observations and engaging the learners’ voice we assess the children’s interests, development and learning needs before planning engaging, challenging and achievable activities and experiences to extend their learning and foster an enthusiasm for learning.

Learning and development

Foundation stage is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Early childhood is the foundation on which children build the rest of their lives. At Temple Ewell CEP we greatly value the importance that the EYFS plays in laying the secure foundations for future learning and development.

Central to the children’s learning and development experiences are our Christian FAITH values (Forgiveness, Acceptance, Inspiration, Trust, Hope) which act as a vital stepping stone in developing the children’s awareness of British Values as they continue through the school. All children begin school with a wide variety of experiences and learning. It is the privilege of the adults working in the Foundation Stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation team work effectively together to support the learning and development of the children in their charge.

Aims

At Temple Ewell CEP School, the Acorns Class Foundation Stage Team, led by Mr J Sonnex, aim to provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- Provide a safe and challenging, stimulating, caring and sharing environment that is sensitive to the needs of all children.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations and key skills for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and carers and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, gender or ability have the opportunity to reach their potential.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs. We are an Inclusive school and we celebrate the individual.

Areas of Learning

Learning and development is categorised into three prime areas of learning:

Communication and language

Physical development

Personal, Social and emotional development

Additionally there are four specific areas of learning:

Literacy

Maths

Understanding the world

Expressive art and design.

Achievement of these prime and specific areas of learning is by:

Playing and exploring

Active learning

Creating and thinking critically

Assessment and planning

Good planning is the key to making Children's learning effective, exciting, varies and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows that the principles of EYFS are put into practice and is always informed by assessments we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff in the Early Years Acorns team are involved in this process.

The planning within the Acorns class is organised on a two year cycle. These plans are used by the EYFS team as a guide for weekly and daily planning. However, we may alter these in response to the needs of the children. Each week, different children are chosen to be our 'focus children' which involves the children having opportunity to have input to the planning to create a more personalised approach to learning.

We make ongoing assessments of Children's learning and we use this information to ensure that future planning reflects the identified needs. The Acorns team meet with Mrs A Matthews, Head of School, every six weeks to discuss pupil progress, supportive interventions and opportunities for development of Mastery.

Parents and carers are invited into class every term for 'Drop ins' to keep up to date with children's learning and Parents' Consultation meetings take place three times in the year. At the end of the year parents and carers receive a written report detailing achievement, response to learning and next steps for development as they enter Year 1 and the National Curriculum. Parents are also invited to afterschool workshops in Phonics, Mathematics and Reading with aim to build a consistent approach and build on positive, supportive relationships between home and school.

Transition

At Temple Ewell CEP School we have an effective programme of transition. We provide opportunities for pre-school children from the 'Tiddlers' group which is held weekly on the school site to join Acorns Class for short sessions from Term 4. We hold information evenings for new parents and afternoon sessions for the new intake of children. All new parents are offered the opportunity for either a home visit or a school based meeting. Members of the Acorns Team visit Early Years settings to see the children as well as meet with the children's key workers. Additionally, Mr Sonnex attends the annual Early Years transition meeting, which is an opportunity to share paperwork and discuss the children with Early years colleagues and SENCOs from the settings.

At the end of the year, transition into Year 1 is equally robust. All year round, Acorns Class engage in Key Stage assemblies held on alternate weeks by Mrs Tidey and in Willows classroom. From term 5 the children have story time with Mrs Tidey, the Willows teacher and there are planned opportunities throughout Terms 5 and 6 for transition sessions to enable the children to get to know their new teacher and teaching assistant; as well as to become familiar with their learning environment.

Safeguarding

All members of the Acorns Team are committed to the safety and well being of the children in our care. Daily Health and Safety Checks are carried out and recorded . The class team maintain a day book so that communication is ongoing on all important aspects of daily life in the class are noted and shared. All members of the team have been trained in Child Protection including Prevent training.

Supervision for the Early Years Team is provided by Mrs Matthews, Head of School.

Inclusion

Provision in the EYFS at Temple Ewell CEP School is in accordance with the 2014 SEND Code of Practice. Children's needs are met through High Quality Teaching and Learning both 'Quality First Teaching' and targeted interventions. All staff are highly skilled and participate in targeted CPLD to meet the needs of all learners. The EYFS team have a special mention in our most recent School Review of Inclusion Quality Mark, January 28, for having positive impact. Learning and development progress of those children receiving Pupil Premium funding are closely tracked by Mrs Matthews, Head of School and Mrs Hygate, Executive Head Teacher. The governing body member responsible for Inclusion meets regularly with Mrs Wallace, Inclusion Manager to monitor and support provision.

This Policy will be reviewed and updated annually, and/or in response to National and/or Local Policy.

Mr J Sonnex
EYFS Team Leader
April 2018.