



SURREY STREET PRIMARY SCHOOL

Learning for Life

Early Years Foundation

Stage Policy

May 2018

Review	Yearly
Date of next Review	September 2019

STATUTORY

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children have a phased transition for the first few weeks, becoming full time by the end of September. The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- Partnership working between practitioners and with parents and/or carers;
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

At Surrey Street we aim to achieve this by:

- Setting the standards for individual learning, development and care to enable each child to fulfil their potential.
- Providing for equality of opportunity and anti-discriminatory practice (refer to Equality Policy).
- Creating the framework for partnership by working with parents, professionals and other outside agencies
- Ensuring that learning and development is planned around the individual needs and interests of the child and informed by the use of on-going observational assessment.

Play at the heart of the Early Years Foundation Stage

Through play our children explore and develop learning experiences, which help them to 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 as they investigate and solve problems.

Play is seen as the foundation for all learning, encouraging all children to become independent and active learners in both small and large groups. Through play we aim to promote and encourage every child to make constructive choices, to work through investigations and problem solving exercises, eventually recording work when required.

Teaching and learning

In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practice. Three characteristics of effective teaching and learning are:

- **PLAYING AND EXPLORING** – Children investigate and experience things, and 'have a go'.
- **ACTIVE LEARNING** – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **CREATING AND THINKING CRITICALLY** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The early year's experiences we offer our children are based on the following principles:

- Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Surrey Street Primary 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. We know when children join us that they have already learnt a great deal from experiences at nursery and from their families and home environments. It is these experiences that we build upon. Children's attitudes and dispositions 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.

Learning and Development

At Surrey Street Primary School we acknowledge that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

The EYFS curriculum consists of seven areas for learning. Three 'prime areas' which are important for igniting children's curiosity and enthusiasm for learning. These are:

- 1. Communication and Language CL**
- 2. Personal, Social and Emotional Development PSED**
- 3. Physical Development PD**

These prime areas of learning are strengthened and applied through four specific areas. These are:

- 1. Literacy L,**
- 2. Mathematics M,**
- 3. Expressive Arts and Design EAD**
- 4. Understanding the World UW.**

The learning and development opportunities offered to our children reflect the areas of learning as identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Early Learning Goals provide the basis for planning throughout the Early Years Foundation Stage. Early Years practitioners use the 'Early Years Outcomes' to support the planning for individual children.

Positive Relationships – Parents as Partners

At Surrey Street Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We believe 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 about their child before their child starts in our school;
- the teacher offers to visit all children in their home setting prior to their starting school;
- the children have the opportunity to spend time with their teacher before starting school during 'Come and Join in' Transfer morning;

- inviting all parents to an induction meeting during the term before their child starts school in September;
- offering parents regular opportunities to talk about their child's progress in our reception classes;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year, it highlights the child's strengths and development needs and gives details of the child's general progress;
- organising a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through the child's reading record;
- children also compile their own 'learning journey' scrap books. Both of these show chronological progress and contain a wide range of evidence that we share with parents at appropriate parental consultation meetings and at more informal meetings during the year.

Enabling Environments

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We recognise the positive impact that learning outdoors has on children's wellbeing and involvement and, as a result we run an outdoor learning enhancement called 'Welly Wednesdays'; one day a week where all the learning happens outdoors in our extensive school grounds. We ensure we use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological wellbeing of all children. (See Whole School Safeguarding Children Policy)

At Surrey Street Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Staffing

Across EYFS we have 2 full time teachers and two part time teachers. In addition to this there are 6 teaching assistants. Where necessary there may be specifically appointed staff to work with children with additional needs. Class teachers are the named key workers for every child in EYFS but every member of staff aims to develop good relationships with the children interacting positively with them and taking time to listen to them.

Inclusion in the Early Years Foundation Stage

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Surrey Street Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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 and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.