

Chapelford Village Primary School

Early Years Foundation Stage Policy

Learn

Achieve

Respect

Chapelford Village Primary School

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Warrington

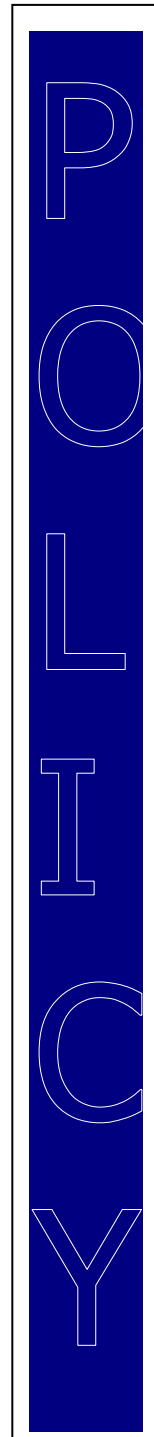
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Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life 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. (The Statutory Framework for the Early Years Foundation Stage, DfE March 2017).

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

2017 Statutory audit completed on 9/10/18

3. Enabling Environment

At Chapelford Village Primary School we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the

topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

The EYFS learning environment is carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support. Our basic provision is linked to the current needs of the cohort, providing a range of reading, writing and mathematical opportunities in all areas. We encourage child initiated activities and adapt our continuous provision accordingly, enhancing our provision through objects, prompts, conversation and careful questioning.

4. Curriculum

The EYFS is based upon four principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates.

At Chapelford Village Primary School we aim to provide the highest quality care and education for all of our children, thereby giving them a strong foundation for their future learning and well-being.

The EYFS is made up of seven areas of learning:

Prime areas

- Personal, Social and Emotional Development
- Physical Development
- Communication & Language

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

EYFS have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Children will have opportunity to experience all seven areas of learning whether they decide to learn indoors or outdoors.

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level."

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning 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. Chapelford Village Primary School staff and Governors believe that all individual learning styles should be recognised and honoured in a creative learning environment. The way in which we learn is as important to progress and success as what we learn.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning.

- Playing and exploring - engagement - Through play our children explore and develop learning experiences, which help them make sense of the world. They practise 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.
- Active learning motivation - Active learning occurs when children are motivated and interested. Children need some independence and control over their own 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.
- Creating and thinking critically thinking - Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

The characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner. We use Commando Joe's character education programme to plan activities for COEL. At the heart of the curriculum design is the unique child with the promotion of the five British Values and the teaching of the seven core character traits interwoven into the EYFS curriculum. Tanisha Teamwork, Sophie Self Aware, Elliott Excellence, Parveen Passion/Positivity, Charlie Communication, Romeo Resilience and Eddy Empathy are the characters that we refer to in each mission and throughout the provision.

4.1 Planning

Planning within the EYFS starts with the Long-Term Plan in conjunction with KS1 and the school's topics. Medium Term Plans are written half termly and used by the EYFS teachers as a guide for weekly planning. We base our planning around topics and children's interests are incorporated throughout our free flow activities. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

At Chapelford Village Primary 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 a combination of independent and guided, challenging but achievable activities and experiences.

Foundation Stage staff use observations and assessments as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. The staff use the children's interests to plan for themes for which the staff draw up medium term plans. In addition to this the children lead the short term activity planning on a day to day basis. This fostering of the children's interests develops a high level of motivation for the children's learning.

The objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside 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. The children can explore, use their senses and be physically active and exuberant.

The Foundation Stage staff plan a range of adult led and independent activities each week both indoors and outdoors. The children are expected to complete three independent challenges each week, one maths, writing and phonics, based on the learning the previous week. The challenges are recorded in their books and are used to inform teacher assessments.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

At Chapelford Village 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. 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 children to develop a positive attitude to learning.

5. Assessment

At Chapelford Village Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms in the children's individual online learning journeys. They also contain information provided by parents and other settings. Each child's progress is also recorded against 17 assessment scales derived from the ELGs (Early Learning Goals)

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (expected)
- Exceeding expected levels or, (exceeding)
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. At Chapelford Village Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Having an online Learning Journey that parents can view and contribute to at any time
- Sending home 'Wow moments' for parents to record
- Offering two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents.

Tapestry online learning journey

Chapelford Village Primary School ensures that all children in the Reception year have an online personal journal which records photos, observations, comments and assessments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us. This evidence is used alongside their Learning Journals which track each child's individual progress throughout our EYFS. This allows staff and parents to access the information from any computer via a personal, password-protected login. Staff access allows input of new observations, photos and assessments or amendment of existing observations and photos.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in the whole schools safeguarding policy.

We value the diversity of individuals within the school. All children at Chapelford Village Primary School are treated fairly regardless of race, gender, 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 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.

In line with [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

We have a number of staff in EYFS who have a current paediatric first aid (PFA) certificate which is on the premises and available at all times. The certificate and training is for a full paediatric first aid course.

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.

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Chapelford Village Primary School we:

- 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.

8. Monitoring arrangements

This policy will be reviewed and approved by Lydia Saxon annually.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy