

# Early Years Foundation Stage Policy



**Chisenhale**  
Primary School

Confidence • Curiosity • Kindness

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# OUR SCHOOL VISION

Chisenhale is proud to be a community school. Our community is a rich social and ethnic mix and families are welcomed to become an important part of school life. We have a really committed and hard-working staff team, who want children to enjoy learning through a range of interesting experiences.

Our vision is Learning Together for a Better Future and in order to achieve this vision we aim for all children to be respectful citizens in a world of possibilities.



Our vision and values support Articles 3, 28, 29, 31 the United Nations Convention on the Rights of a Child. Article 3: The best interests of a child must be a top priority in all things that affect children. 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 take part in a wide range of cultural and artistic activities.



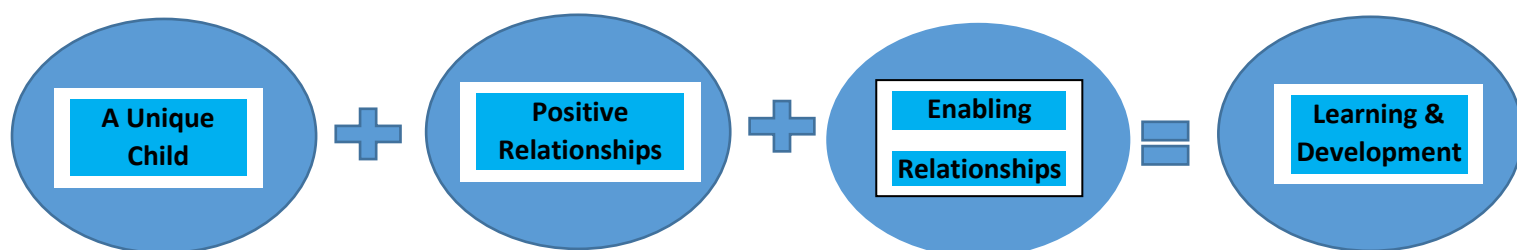
**Article 31** of the UNCRC 'every child has the right to play' is at the heart of our ethos: we understand that children learn best through play. Our dynamic planning is both based around children's interests and objective-led to ensure provision meets the needs of all of our unique children.

A child's experience in the early years has a major impact on their future life chances. Every child deserves the best possible start in life and support to reach their full potential. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use Early Years services they want to know that the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.

## Admissions

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children may join us in nursery from the age of three on a part-time or full-time basis. Children join our Reception classes in the academic year they turn five and attend full-time. The local authority give priority to children who have special educational, social or medical needs, those with siblings in our school, those in closest proximity to the school. The nursery has an annual intake in September, offering 36 places in total. Occasionally if the Nursery is not full, children may join in January if they had their third birthday between the 1<sup>st</sup> September and 30<sup>th</sup> December previous.

## The EYFS is based upon four principles:



### A Unique Child

Every child's achievements, progress and interests are carefully monitored throughout the year via observations, adult led activities and through play. Our planning system is built around observing children, assessing what this tells us about the child and then planning activities based around their needs and interests.

At Chisenhale Primary School, we use the guidelines 'Development Matters' from the Department for Education. These guidelines indicate the skills and knowledge children typically acquire at different ages. We track the progress of children using these guidelines. Observations of the children as well as photos of their play and work they have created are kept in children's individual 'Learning Journey' books. We discuss children's progress with their families and we plan interventions to support children when necessary. In the final term of the EYFS we assess whether children have achieved the 'Early Learning Goals' for each aspect of the curriculum.

### Inclusion

Our setting is inclusive: we strive to meet the diverse needs of all of our children, we value what each child brings to our setting and fundamentally believe that all children should be given equal opportunities to reach their potential. We have a range of strategies to ensure children are included, including through open-ended play, taking the learning to the children, and through extra adult-support where necessary.

## **Positive Relationships**

At Chisenhale Primary School, we recognise that forming positive relationships enables children to feel safe and happy coming to school. Positive wellbeing is essential to children's ability to learn and is therefore of the highest importance. Each child will be designated a key person: a teacher or Nursery Nurse who works with them on a daily basis, caring for their well-being and monitoring their progress across the curriculum. Although all members of staff work with and take responsibility for the children's learning and well-being and contribute towards their assessments and planning for their needs. We carefully monitor children's well-being and involvement using the 'Leuven Scales' and discuss this with parents and carers where necessary, planning interventions where they are needed.

We understand that children are learning how to form relationships and manage their behaviour and we aim to support children with this. We have a fair and consistent system for rewarding positive behaviour and for managing situations in which children may need to learn about making different choices. We aim to communicate these systems clearly so that the children always feel safe in our setting whilst learning how to make friends and respect everyone.

As a UNICEF Rights Respecting School 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 have a thorough system for risk assessing our environment including daily safety-checks.

## **Welfare**

We aim to protect the physical and psychological well-being of all children. (See Whole School Child Protection and Safeguarding Policy)

At Chisenhale 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 (updated 2018). 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 in our daily practice.

## **Parents and Carers as Partners**

We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- Talking to parents and carers about their child before their child starts in our school and making home visits.
- Inviting all parents and carers to a welcome event during the term their child starts school.
- Inviting all parents and carers and children to stay and play in the spring and summer term before their child starts school to discuss their child and school procedures.
- Inviting all parents and carers to join their child for a weekly stay and play session.
- Providing workshop sessions to explain further school procedures and curriculum content and to give them ideas about fun ways to support and extend their children's learning at home.
- Offering regular opportunities to talk about their child's progress access to the children's 'Learning Journey' books.
- Encouraging parents and carers to talk to their child's key worker or other staff member if there are any concerns.
- There is a formal meeting biannually at which the parents and carers can discuss the child's progress.
- Parents and carers receive a report on their child's attainment and progress in the summer term.
- Providing a designated email address specifically for nursery and reception parents.

## **Enabling Environments**

At Chisenhale Primary School, we recognise that the environment plays a key role in supporting and extending children's development. Research shows that a stimulating environment with resources to promote open-ended play greatly support children's development in the Early Years with some naming it 'the third teacher.' Our classrooms are very carefully designed and set up to support children to learn through play, we enhance our environment based around our observations of the

children to meet their needs and interests. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to locate and use equipment and resources independently. It is important for young children to spend lots of time outside, we have a rich outdoor environment to support our children's learning, they have access to this throughout the day during free-flow time (at least 3.5 hours per day), whatever the weather.

## **Learning and Development**

### **Areas of Learning**

The EYFS is made up of seven areas of learning: Prime Areas of Learning

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

### **Specific Areas of Learning**

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities and most importantly, through play. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

## **Play**

Learning through play is at the heart of our pedagogical ethos. Research shows that children learn best through play and therefore our school day revolves around opportunities for extended, open-ended, well-supported play. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and develop their ideas, and learn how to control themselves and manage challenges. 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.

## **School Ethos**

At Chisenhale Primary School, we recognise 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.

## **Teaching and Learning Style**

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 EYFS just as much as they do to the teaching in Key Stage 1. Features that relate to the EYFS are:

- The partnership between the staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that the staff have of how children develop and learn, and how this affects their 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, based on interests and needs, that help children work towards the Early Learning Goals throughout the EYFS.
- 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-regulation.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents and carers.
- The good relationships between our school and the settings that our children experience prior to joining our school.

## **Characteristics of Effective Learning**

As well as the prime and specific areas of the curriculum, children are learning how to become effective learners in the Foundation stage. Our play-based curriculum and adult interactions support children to develop in these areas.

## **Playing and Exploring**

Children should be given opportunities to explore things which spark their curiosity and encourage them to ask questions and want to learn more. Gradually children will gain confidence and be willing to 'give it a go.'

Continuous provision allows children to confidently play with items that are familiar and feel safe and they should also be introduced to stimuli which inspire awe and engage them in wanting to find out more. Children should be encouraged to take sensible risks and try new things as they gain confidence.

## **Active Learning**

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their 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.

## **Creativity and Critical Thinking**

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

Children should be given opportunities to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

## **Monitoring and Review**

It is the responsibility of the EYFS team to follow the principles stated in this policy. The Governing Body are regularly informed of developments and progress within the EYFS.

EYFS Phase Leader, Tracy Miller, working alongside the senior leadership team, will carry out monitoring of the EYFS as part of the whole school monitoring schedule.