

## **MOOR PARK PRIMARY SCHOOL & NURSERY** **EARLY YEARS FOUNDATION STAGE POLICY**

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. 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 the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance".

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our nursery provides flexible Full Day Care for children ages 3-4 years. Children aged 4 start school in Reception at the beginning of the school year on a part time basis and then begin attending school on a full time basis after a period of time.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enable Environments
- Learning and Development

### **A Unique Child**

At Moor Park Primary School and Nursery 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/assemblies and rewards, to encourage children to develop a positive attitude to learning.

#### **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Moor Park Primary School and Nursery 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.

## **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.

"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" (Statutory Framework for EYFS 2007).

At Moor Park Primary School and Nursery we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. At Moor Park 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.

We endeavour to meet all these requirements

## **Positive relationships**

At Moor Park Primary School and Nursery 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.

## **Parents as Partners**

We recognise 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 their children. We do this through:

- Talking to parents about their child before their child starts in our school and nursery
- The children have the opportunity to spend time with the Foundation Stage staff before starting school and Nursery.
- Inviting all parents to an induction meeting during the term before their child starts school and prior to starting Nursery.

- Encouraging parents to talk to the child's teacher if there are any concerns by operating an open door policy. There is a formal meeting for parents each term at which the teacher and the parent discuss the children's progress in private with the teacher.
- Parents receive a report on their child's attainment and progress at the end of reception school year.
- In nursery the parents receive a report on their child's achievements during their time at nursery the last term before leaving to move up to school.
- Arranging a range of activities throughout the year that encourage collaboration between child, parents and school: Foundation stage concerts, sports day, parents days.
- Providing each child with a home school/nursery diary which parents, children and staff communicate to each other through.

### **Key Person**

In our EYFS the class teacher has ultimate responsibility for all the children. However, at Moor Park Primary School and Nursery, we believe that children settle best when they have a key person to relate to. The key person will support a child to settle into nursery/school and deal with any separation anxiety. We allow the children to choose their own

## **Enabling Environments**

At Moor Park Primary School and Nursery 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 challenging but achievable activities and experiences to extend the children's learning.

### **Observation, Assessment and Planning**

The planning with the EYFS begins with the children's interests which are used as a stimulus for learning. The children have access to areas of continuous provision which allow them to practise and retain their skills as well as make new discoveries across all areas of development. The continuous provision may be enhanced by staff to extend children's learning as well as stimulate children's interest.

At Moor Park Primary School and Nursery we base our planning on the EYFS document using the Development Matters statements as learning steps for the children's progress. Any planning generated may alter in response to the children's needs and interests. This will be indicated on the planning and in the daily diary.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in individual children's portfolios.

At the end of their foundation year in school the children's progress is recorded onto the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

## The Learning Environments

The EYFS learning areas are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The areas are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classes have their own enclosed outdoor area. This 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. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all six areas of learning.

## Learning and Development

There are seven areas of learning and development that must shape educational provision in early years settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Staff will also support children in four *specific* areas, through which the three prime areas are strengthened and applied.

Specific areas:

- Literacy
- Mathematics
- Knowledge of the World
- Expressive arts and design

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

### **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 2. Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers 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 that helps 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-management;
- 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.

### **Characteristics of Effective Learning and Exploring**

Children learn through play. It is what they know and can do best. In their play they are able to apply their existing skills, practise skills and experiment to make new discoveries. Play empowers children to make choices and actively engages them in their learning.

Through play our children explore and develop learning experiences, which help them 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 their own. They communicate with others as they investigate and solve problems.

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