



Early Years Foundation Stage Policy

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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.” (Statutory Framework for the Early Years Foundation Stage, March 2017)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, all Foundation Stage children either begin attending Nursery, part time or for 30 hours (full time) should Parents and Carers meet government criteria, at the start of the school year in which they turn four. Reception children begin attending school full time at the start of the school year in which they turn five.

The EYFS is based upon four principles:

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

A Unique Child

At The William Hogarth 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.

Inclusion

We value the diversity of individuals within the school and children at The William Hogarth Primary School are treated fairly regardless of race, religion, gender, social background or abilities.

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 EYFS we set realistic and challenging expectations that meet the needs of our children and achieve this by planning according to their needs.

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 and learning 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.

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 and Child Protection Policy)

Welfare

“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.” (3.1, Statutory Framework for the Early Years Foundation Stage, 2017)

At The William Hogarth 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.

Positive Relationships

At The William Hogarth Primary School we recognise that children learn to be strong and independent and form secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

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

We do this by:

- Talking to parents/carers about their child before their child starts in our school.
- Inviting all parents/carers to an induction meeting during the term before their child starts school.
- Offering parents/carers regular opportunities to talk about their child’s progress in our Nursery and Reception classes and allowing regular access to the children’s profiles.
- Encouraging parents/carers to talk to the child’s teacher if there are any concerns. There is a formal meeting for parents/carers twice a year to discuss the child’s progress with the teacher. Parents/carers receive a report on their child’s attainment and progress at the end of each school year.
- Arranging activities throughout the year that encourage collaboration between child, school and parents/carers: Open days, workshops, Sports Day etc.
- Regular newsletters are placed on the school website and informs current and future learning.
- In Reception children will be encouraged to complete regular Phonics and reading tasks.

All staff aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. The Reception and Nursery staff and children work closely together and meet to discuss new intake children.

Learning and Development

At The William Hogarth 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 curriculum policies on teaching and learning define 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 Stages 1 and 2. Features that relate to the EYFS are:

- The partnership between teachers and parents/carers, 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/Carers.

Characteristics of Effective 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, 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.

Active Learning: Motivation

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.

Creating and Thinking Critically: Thinking

Children are given opportunity to be creative through all areas of learning. Adults support children’s thinking and help them to make connections by showing interest, offering encouragement, clarifying ideas and asking open-ended questions. Children access resources and activities independently to extend their learning.

Areas of Learning

The EYFS consists of seven areas of learning:

Prime areas	Specific areas
Personal, Social and Emotional Development	Literacy
Communication and Language	Mathematics
Physical Development	Understanding of the World
	Expressive Arts and Design

All areas are delivered through a balance of adult led and child initiated activities. In each area there are ELGs that define the expectations for most children to reach by the end of the EYFS.

Enabling Environments

At The William Hogarth 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 challenging but achievable activities and experiences to extend the children’s learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools’ Long Term Plan and Medium Term Plans (MTPs), which are based around half termly themes. These plans are used by the EYFS teachers as a guide for weekly planning; however the teacher may alter these MTPs in response to the needs (achievements and interests) of the children.

Children’s learning is assessed regularly to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves all adults in the setting. These observations are recorded in children’s individual Learning Journals. They also contain information provided by parents/carers and other settings.

At the end of Reception, we use the Early Years Foundation Stage Profile (EYFSP) to record if children have reached expected levels of development. Each child’s level of development is recorded against 17 assessment scales derived from the Early Learning Goals (ELGs).

The EYFS classrooms 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 classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. They also 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 opportunities to explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Safeguarding

The William Hogarth School fully recognises the responsibility we have under section 175 (Section 157 for Independent Schools, Academies and City Technology Colleges) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the schools designated Child Protection Officer. We follow the procedures set out in the Local Authority Safeguarding Children Board.

All staff in the setting have annual training to update their understanding of KCSIE (Keeping Children Safe in Education).

Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

The William Hogarth has a named Governor with responsibility for the EYFS. They discuss EYFS practice with practitioners regularly and provide feedback to the Full Governing Body, raising any issues that require discussion.

The Head teacher, Senior Leadership Team, Foundation Stage Leader and Subject Leaders will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Date of Publication: 6th January 2020
Date of Ratification: 22nd January 2020
Ratified by: Full Governing Body
Date of next review: January 2023