

Early Years Foundation Stage Policy

Mission statement

"Within the Early Years Foundation Stage at All Saints children are at the centre of our beliefs. Every child is special and unique; we strive to enable each child to achieve their full potential. We actively engage parents/carers in their children's learning. We value parents/carers knowledge about their children and the contribution home and school bring to their individual progress.

We provide a learning environment where children feel safe and stimulated. We support children's natural curiosity through carefully planned opportunities with endless possibilities.

We actively support the Christian Ethos of All Saints. Children have the opportunity to join daily prayer and regular collective worship. Christian values are key to all our interactions with children and parents and staff."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our Early Years Foundation Stage is comprised by three stages of provision. First, we offer provision from two years for children who are eligible for funding. These children join provision for 2-3 year olds. Secondly, following the September after they turn three, the children move to The Foundation Stage room. Lastly, the children begin Reception Class the September after their fourth birthday.

The EYFS is based upon four principles:

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

A Unique Child

At All Saints, 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.

In the EYFS 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 acknowledging the Characteristics of Learning 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.

At All Saints we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. 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 unwell.
- 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.
- The statutory two year check is completed before each child's third birthday.
- The EYFS Profile is completed in the Summer term of Reception.

Positive Relationships

At All Saints we recognise that children learn to be strong independent individuals within secure relationships. We 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 through:

- talking to parents/carers about their child before their child starts in our setting;
- encouraging parents/carers to attend regular events including 'Play and Stay' sessions.

There are opportunities to discuss the progress of individual children at home/school meetings at which the teacher/keyworker and the parent/carer discuss the child's progress. In pre-school, parents receive a report on their child's attainment and progress each term. At the end of the Foundation Stage parents receive a summative report and levels of achievement against the Early Learning Goals.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Where children attend other settings in a day, we aim to ensure continuity and coherence by sharing information about the children.

Enabling Environments

At All Saints we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The medium term planning within the EYFS is based on children's interests. These plans are used as a guide for weekly planning, however we may alter these in response to the needs (achievements and interests) of the children.

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. These observations are recorded in a variety of ways and used to inform the assessments.

The Learning Environment

All our environments are organised to allow children to explore and learn securely and safely. Our continuous provision offers children a wide range of experiences. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development

At All Saints we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

Features of Learning and Development 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 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;
- 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;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Playing and Exploring

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make

sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems.

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 satisfactions 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 opportunity 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.

Areas of Learning

The EYFS is made up of seven areas of learning:

3 Prime Areas:

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

4 Specific Areas:

- 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. In each area there are developmental bands and Early Learning Goals (ELG's) that define the expectations children to reach by the end of the EYFS.

Transition

Transition is a strength of All Saints Academy. Our children move through the three rooms within a seamless transition. The staff communicate on a daily basis regarding planning, provision, assessment and needs of individuals and groups. The children join together regularly as a Foundation Stage for organised events including trips and Christmas performances as well as regular small events like stories and music and movement sessions. Our children have an opportunity to build relationships with staff across the Foundation Stage as well as experience all the environments which supports themselves and their parents/carers as move from one room to the next.