

Stonehouse Park Federation

Early Years Foundation Stage Policy



Rationale

We believe every child deserves the best possible start in life and support to achieve their full potential. The Early Years Foundation Stage framework enables children to be kept safe and able to thrive.

Aims

- To feel safe to share thoughts and ideas
- To enjoy learning together
- To develop strategies to face challenges
- To be responsible members of our community

Through our Early Years Foundation Stage provision we aim to:

- provide challenging and engaging learning experiences.
- cater for children's individual interests and needs.
- provide a happy, safe and secure environment.
- develop independence.
- nurture a love of learning and curiosity.
- provide for equality of opportunity
- develop positive relationships between children, parents and staff

Early Years Foundation Stage (EYFS) Framework

The EYFS framework sets standards for the learning, development and care of children from birth to 5 years old and must be followed by all school reception classes. It supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

The EYFS is split into 7 areas of Learning. These areas of learning are subdivided into 17 Early Learning Goals (ELGs) which are used by staff to assess progress and inform planning. For further information, please see the EYFS Framework Documents which can be accessed on

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Areas of Learning and Development			
Prime Areas			
Personal, Social and Emotional Development	Physical Development	Communication and Language	
Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills	Listening, Attention & Understanding Speaking	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People, Culture & Communities The Natural World	Creating with Materials Being Imaginative and Expressive

The learning opportunities that are planned are based upon continual observations and assessments of the children's differing needs and experiences. Areas of focus are determined by the children's current interests and needs. The Termly themes are planned around a focused question to develop curiosity. While continuous provision is based on the children's interests and provides opportunities to progress in the seven areas of learning. These key documents identify the resources to be used, the class organisation and the adaptation of tasks and activities through which the objectives and skills will be taught. Planning encompasses a range of child-initiated, adult-initiated and adult-led tasks both indoors and outdoors.

Characteristics of Effective Learning

These underpin learning and development across all areas and support the children to become effective and motivated learners. They are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Learning Through Play

In the early years, social and emotional development is just as important as cognitive development. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Therefore, the adult role in the classroom is to nurture both areas by supporting and extending learning, modelling and effective questioning.

Parents as Partners

Research has shown that children learn best when the school and parents work together. We actively seek parental involvement through a variety of strategies such as 'Stay and Play' sessions; online learning platforms; parent workshops and informal discussions before or after school.

Monitoring Progress

Within the first six weeks of starting into their Reception class, teachers complete the Reception Baseline Assessment (RBA). In addition to this the EYFS staff make detailed observations of each child and their starting point.

Children's progress against the EYFS Early Years Outcomes statements is continually monitored through planned and spontaneous observations, photographs, videos and information drawn from parental discussions. We also use "Tapestry" (an online platform) which parents are able to access and contribute to at home.

At the end of the summer term the class teachers complete the EYFS Profile. The EYFS Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. Each child's level of development must be assessed against the Early Learning Goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). Children are also assessed against the Characteristics of Effective Learning. A written report is provided for parents and the child's next teacher.

Transition

From Pre-School to Reception:

We have three main feeder Pre-Schools and welcome children with a range of preschool experiences. Transition activities include: visits to assemblies; joint play sessions; parent meetings and special events such as family stay and play and story sessions.

From Reception to KS1:

In the Summer Term, the reception provision is altered so that it more closely reflects the structure in place in Year 1. Planned transition activities such as story times and class swaps allow the children to become familiar with the environment and members of staff. Parents have the opportunity to meet the Year 1 staff and find out about the curriculum and expectations of Key Stage 1.

This policy should be read alongside policies for:

SEND

- Safeguarding
- Health and Safety
- Equalities

This policy has been reviewed collectively by the staff and governors. It will be revised regularly in line with the school's rolling programme for policy review.

May 2023