



Rudston Primary School

EYFS Policy

Date: September 2018

Phase Lead: Mrs J Cavanagh

**This policy and all school policies are produced in accordance to guidance set out
in our school legislation and guidance policy.**

Approved By Governors: September 2018

Review Autumn Term 2018

Our Mission Statement:

To develop a love of learning,
enabling all children
to reach their full potential.

* Respect * Resilience *
* Responsibility * Enjoyment *
* Challenge *

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

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.

Children develop quickly in the early years and a child's experiences between birth and age 5 have a major impact on their future life chances. We work hard to establish professional relationships in our locality that will enable all our children to have a good start. We strive to establish strong parent partnership that will provide the foundation children need to make the most of their abilities and talents as they grow up.

As children commence their journey at Rudston Primary, we endeavour to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

The Early Years Foundation Stage applies to children from birth to the end of the reception year. We follow the principles of EYFS at Rudston Primary.

Our priority is to keep all our children safe. We follow the school policies and the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf

Through our Early Years Foundation Stage provision we aim to provide;

- a love of learning
- quality and consistency so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The Early Years Foundation Stage is based upon four themes:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Rudston 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.

We value the diversity of individuals within the school. All children at Rudston Primary School are treated fairly regardless of race, gender, 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.

In the Foundation Stage 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.

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."

At Rudston Primary School we ensure that we meet the legal requirements for safeguarding and promoting children's welfare, health and safety, as set out in the Early Years Foundation Stage Statutory Guidance (2014) and in all our school policies and procedures. As a whole school staff we take part in annual Safeguarding training and ensure all staff and volunteers are aware of policy and procedure.

At Rudston 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

maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Rudston Primary School 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.

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

Talking to parents in the Parental Consultations, about their child before their child starts in our school.

Offering both parents and children the opportunity to spend time in the Foundation Stage and rest of the school before starting in September with a variety of activities – a stay and play session in their new class, buddies, breakfast and books, Summer Fair, summer play and stay sessions at the Children's Centre.

Operating a greeting and departing routine and an open door policy for parents with any queries.

Sharing regularly the children's learning with parents and valuing the ongoing contributions to this from parents.

Offering parent/teacher consultation evenings during the year.

Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.

Developing a range of activities throughout the year that encourage collaboration between child, school and parents, such as come and play sessions and phonics workshops.

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.

We have very strong links with Bright Stars PVI, have developed links in the locality with Children's Centre and local PVI settings and are part of the Transition network in Liverpool. The Foundation Stage staff meet with providers to discuss individual child and their transition process into school.

Enabling Environments

At Rudston 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.

Foundation Stage staff use information from parents and previous settings, on entry baseline assessments, data, observations, group interests and needs evaluation as the basis for planning. Staff observe children to identify their achievements, interests and next steps for learning.

These observations then lead the direction of the planning. The staff use the children's interests and needs, to plan in the short and medium term. This fostering of the children's interests develops a high level of motivation for the children's learning and promoting the child's self-esteem. Across the year the children learn through quality key texts that lead to an enriched curriculum.

The Planning objectives within the Foundation Stage are from the Development Matters Statements/Learning Outcomes from the Early Years Foundation Stage Guidance. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has a barn and outdoor learning area. The free flow between the inside and the outside 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. The children can explore, use their senses and be physically active and exuberant.

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.

“Children's play reflects their wide ranging and varied interests and preoccupations.

In their play children learn at their highest level.”

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.

We plan activities to promote the Characteristics of Effective Learning, to enable our children to become effective learners -

- 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.

There are opportunities for developing Phonics, Reading, Writing and Maths across the EYFS environment and we aim to help our children achieve a Good Level of Development in all 17 areas by the end of EYFSP.

Agreed by Staff: Autumn 2018

Approved by Governors Autumn 2018

Review Date Autumn 2019