


Policy:	<b>Early Years Foundation Stage Policy</b> September 2022	
Status:	Statutory	
Review Date:	3 yearly– Sept 2025	

### **Introduction:**

In the Foundation Stage, we believe in the statement from Bruce (1987:25) 'What children can do, rather than what they cannot do, is the starting point in the child's education' and that a child's experience in the early years has a major impact on their enthusiasm to become an active learner. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Children join us in the September after they have turned 4 years old. We follow the EYFS Curriculum and work towards The Early Learning Goals for the Foundation Years, thus preparing the children for learning in Key Stage 1.

We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to discover all possibilities.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

We meet the needs of all our children through whole class teaching, small group work and child initiated play. The curriculum focuses on seven areas of development alongside the three 'Characteristics of Effective Learning'. These 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.

The three **prime** areas are:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The four specific areas are:

1. Literacy
2. Maths
3. Understanding the World
4. Expressive Arts and Design

## **Characteristics of Learning**

- Active Learning - Motivation
- Playing and Exploring – Engagement
- Creating and Thinking Critically - Thinking

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

Children have whole group and individual times which increase as they progress through the EYFS with times for a daily phonics session and specific teaching of aspects of Mathematics and Literacy.

Our activities provide first hand experiences through play and discussion and children are encouraged to interact with others and to move about and explore a variety of learning situations. There are well planned areas of provision in the range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

Children are encouraged to learn to work, share, take turns and co-operate with others and are encouraged to be independent and make choices for themselves.

## **Observation and Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. In the Autumn and Spring term, parents are invited to attend a parents evening and individual reports are prepared for delivery in July.

These reports are based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with their child's teacher in preparation for Year 1.

## **Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

## **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other feeder settings. Children attend introductory sessions to develop familiarity with the setting and practitioners and practitioners attend and meet the children at their nursery settings.

In the final term, the KS1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the KS1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

## **Organisation within the Foundation Stage**

At Diseworth all children of the Foundation Stage have a dedicated classroom and access to the full outdoor area. The learning environment is well planned and well organised providing a balance between structured and free play indoors with the additional use of the outdoors to maximise learning opportunities. Activities are planned using the EYFS Framework and the varying needs and interests of the children by taking account of our children's range of life experiences.