

# NINE ACRES COMMUNITY PRIMARY SCHOOL


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Team Work Respect Aspiration Perseverance Caring Creativity Citizenship Courage Independence

*'Striving for Excellence'*

## Early Years Foundation Stage Policy

### Nine Acres Primary School

Approved By:	
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## Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. At Nine Acres children complete their final year of the EYFS in reception.

*"Every child deserves the best possible start in life and support to fulfil their 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."*

(Statutory Framework for the Early Years Foundation Stage)

At Nine Acres Primary School we are committed to providing a high quality early years' education. We greatly value the importance that the EYFS plays in laying a secure foundation for future learning earning and development. We seek to give children the best possible start to their school career and ensure they have the skills to become happy, independent and curious long life learners. At Nine Acres we are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

### Introduction

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, 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 and 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.

At Nine Acres we aim to achieve this by:

- setting the standards for individual learning, development and care to enable each child to fulfil their potential
- providing for equality of opportunity and anti-discriminatory practice (refer to Equality and Diversity Policy).
- creating the framework for partnership by working with parents, professionals and other outside agencies (refer to Parent Partnership Policy).
- ensuring that learning and development is planned around the individual needs and interests of the child and informed by the use of on-going observational assessment.
- Laying a secure foundation for future learning through the provision of a key person, individual learning plans and enabling environments.

## Play

At Nine Acres we recognise that play underpins all learning and development for young children. Most children play spontaneously although some may need adult support. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well planned experiences based on children's spontaneous play, both indoors and outside we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults as well as on their own. They communicate with others as they investigate and solve problems.

## Teaching and learning

In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practice. Three characteristics of effective teaching and learning 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.

The early year's experiences we offer our children are based on the following principles of the EYFS:

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

## Unique Child

At Nine Acres we recognise that children develop in individual ways and at varying rates. We believe every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

We give every child the opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by having realistic and challenging expectations that meet the needs of all our children across all areas of learning and development.

We meet the needs of all our children by:

- Planning opportunities that build upon and extend the children's knowledge, skills, experience and interests
- Planning opportunities to develop their well-being, self-esteem and confidence, including experiences that provide risk and challenge
- Using a wide range of teaching strategies based on children's learning needs
- Providing a secure and supportive learning environment in which the contribution of all children is respected and valued
- Using resources which reflect diversity and are free from discrimination or stereotyping.
- Planning challenging and appropriate experiences to meet individual needs.
- Monitoring children's progress and providing additional support as necessary (such as referrals to speech therapists)
- Working closely with parents, carers and other agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress

## Positive Relationships

At Nine Acres we recognise that children learn to be strong and independent through positive relationships. We aim to develop caring respectful, professional relationships with the children and their families. We respect that parents are the child's first and most enduring educators and we value being partners with them in their child's education.

We develop positive relationships by

- Talking to parents/carers before their child starts school at our open sessions and induction afternoons.
- Providing a meeting and a booklet of information about starting reception at Nine Acres e.g. routines, expectations
- Arranging visits by the teacher to see all children at their childcare setting before starting school.
- Assigning each child a key person, i.e. the person with whom they form a special attachment. They are responsible for ensuring that the child feels safe and cared for, in order to develop a positive sense of well-being and achievement.
- Arranging home visits to give parents the opportunity to discuss their child's needs, feelings and interests on a one to one basis within an environment they feel secure.
- Inviting parents to attend informal meetings about areas of the curriculum, such as developing early reading and writing.
- Sharing regular observation on tapestry which allows parents to see and contribute to their child's learning journey.
- Operating an open door policy of parents/carers who have any questions or concerns.
- Parents are invited to a range of activities throughout the year such as workshops, Christmas productions, sports day and assemblies.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children learning e.g. hearing readers.
- Offering a range of activities throughout the year, to encourage specific collaboration between child, school and parents e.g. reading mornings, open maths classroom.
- Offering three parent consultations throughout the year to discuss their child's progress.
- Sending a written report on their child's attainment and progress at the end of the year.

## Enabling Environment

At Nine Acres we recognise that the environment plays a key role in supporting and extending children's development and learning. The children have daily access to an indoor and outdoor environment that is set up in discreet areas of learning with planned continuous and enhanced provision. We ensure that resources and spaces are clearly organised and are safe for the children to use.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual interests, passions and abilities. We use materials and equipment that reflects both the community the children come from and the wider world. At Nine Acres we encourage the children to make their own selection of the activities and resources that are on offer, as we believe this encourages independent learning. Play based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. We hold regular team planning meetings to analysis the children's responses to different situations and identify future learning needs, This careful planning of our environment helps children to achieve across all areas of the EYFS.

## Learning and Development

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The EYFS is made up of seven areas of Learning and Development: All areas 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. Children should mostly develop the **3 prime areas** first

These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for a child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in the **4 specific areas**.

Providers must also support children in four *specific* areas, through which the three prime areas are strengthened and applied.

These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

All of the 7 areas are delivered through planned, purposeful play, with a balance of adult-led (child working with the adult) and child-initiated (child chosen) activities. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Observations undertaken by all practitioners are used to plan children's next steps of learning in their individual learning plans and progress is recorded on the EYFS profile.

At Nine Acres we ensure that the requirements of the EYFS are met through all seven areas of learning and development, in order for children to make progress towards the early learning goals, which are the established expectations for most children to reach by the end of the reception year. Progress is tracked termly and parents are encouraged to contribute to their child's assessment. This information is then passed on to Year one to inform future planning.