



### **Early Years Foundation Stage Policy**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In this policy it is used to describe children who are in our Nursery or Reception class. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

*'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.'* (Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012)

The EYFS is based upon four principles:

- ❖ A unique child - developing resilient, capable, confident and self-assured individuals.
- ❖ Positive relationships - supporting children to be strong and independent.
- ❖ Enabling environments - where opportunities and experiences respond to the individual needs of the child and there is a strong partnership between practitioners and parents/carers.
- ❖ Learning and developing - acknowledging that children learn and develop in different ways and at different rates.

At Grappenhall Heys Primary School, we aim to provide every child with the skills to become a happy, independent and curious lifelong learner. Our priority is that our provision provides a high level of engagement and active learning through a range of skill based activities.

## **A Unique Child**

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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning. They are taught to become resilient and independent by learning to be observant, investigative, curious and co-operative. They develop an understanding that everyone can learn with practice and effort. The children are taught how to become successful learners.

## **Inclusion**

All children and their families are valued at Grappenhall Heys Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with additional educational needs is identified at the earliest possible opportunity. Concerns are always discussed with parents/carers at an early stage and the school's Special Educational Needs Coordinator is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

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 through a creative, thematic curriculum.
- ❖ Using a wide range of teaching strategies based on children's learning needs.
- ❖ Providing a wide range of opportunities 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.
- ❖ Monitoring children's progress and taking action to provide support as necessary.

## **Welfare**

*"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."* (Statutory Framework for the EYFS 2012 Section 3.1)

We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships

with their peers. Children should be encouraged to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Grappenhall Heys Primary School is committed to working together with all relevant agencies to ensure that children and families are able to receive the right help at the right time and that appropriate action is taken swiftly to protect children from harm. We comply with the statutory guidance *Working together to safeguard children and KCSIE (2018)* and the updated guidance in September 2019 to promote the welfare of children and protect them from harm.

We understand that we are required to:

- ❖ Promote the welfare and safeguarding 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 each child'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.

### **Positive Relationships**

At Grappenhall Heys Primary School we recognise that parents are children's first educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- ❖ Talking to parents about their child before their child starts in our school.
- ❖ Ensuring children have the opportunity to spend time with their teacher before starting school, during transition sessions.
- ❖ Support children through the transition from Nursery to Reception by working closely with other members of the Foundation Stage throughout the year.
- ❖ Inviting all parents to an induction meeting during the term before their child starts school and a 'Meet the Teacher' session during the first half term of the child's school year in order to detail how we aim to work with their child.

- ❖ Parents receive regular records of their child's achievements using an online learning journal and also a report on their child's attainment and progress at the end of each school year.
- ❖ Arranging a variety of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies and school visits.
- ❖ Providing parents with opportunities to celebrate their child's learning and development by completing "wow" certificates which inform planning and provision.

### **Enabling Environments**

We recognise that the learning environment plays a key role in supporting children's development. We strive to create an attractive and stimulating environment where children feel confident, challenged and motivated to learn. The children have access to numerous learning opportunities both indoors and outdoors with carefully planned areas across the continuous provision. All activities are based upon current assessment and have differentiated learning intentions that can be accessed with and without adult support. Staff will enhance play and extend as needed to further individual learning.

These learning opportunities are recorded in the children's individual learning journals. As well as the physical environment, we equally create an environment where children know they can express themselves freely and safely knowing that an adult is always there to help them. It is important that our environment promotes positivity, love and celebrates diversity.

### **Learning and Development**

Teachers and teaching assistants provide the curriculum for up to a class size of 30 children in the reception class and 26 in the nursery class.

The EYFS is made up of seven areas of learning:

#### **Prime areas**

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

#### **Specific areas**

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the World
- ❖ Expressive Arts and Design

At Grappenhall Heys Primary School: *'Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others.'*

*Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.'* (Statutory Framework for EYFS 2012)

We support children in using the three characteristics of effective teaching and learning.

These are:

- ❖ Playing and exploring - children investigate and experience things, and 'have a go'.

'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.'

- ❖ Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

'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.'

- ❖ Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

'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.' (Statutory Framework for the EYFS 2012)

Religious Education is also taught in the reception in accordance with Warrington guidelines.

## **Transition**

During the Summer Term prior to starting school the following September, the following visits are conducted:

- ❖ The Reception class teacher will visit your child at their current setting.
- ❖ The nursery teacher will visit you and your child in their home environment for a 'home visit' or visit your child at their current setting.
- ❖ Each child and their parents and carers will be invited to a Stay and Play session so they can spend some time in at Grappenhall Heys Primary School in order to familiarise themselves with both the staff and the Early Years environment.
- ❖ In Reception, all children will receive a letter from their 'buddy'. This is a child from our Year 5 class whose role will be to promote positive relationships and to be a support during transition. Buddy sessions will take place each half term for children to learn skills from their peers such as learning to use the school library.

## **From Reception Class to Key Stage 1**

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children. Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term.

Policy updated by Anna Cunningham, March 2020

Presented to staff

Presented to Curriculum Committee

Presented to Governing Body

Policy to be reviewed as practice and policy changes