



Stoughton Infant School

Early Years Foundation Stage

Agreed by Senior Management Team	
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Early Years Foundation Stage Policy

Mission statement

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. ('The Statutory Framework for the Early Years Foundation Stage.' DfE March 2014).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Nursery has an admission number of 45 children, with a maximum of 30 in each session. Children attend either 5 full days (30 hours) or 2.5 days (15hours). Children are admitted to Nursery in the September after their third birthday. Reception children join us at the beginning of the school year through a staggered intake.

The EYFS is based upon four principles:

- 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.**

A Unique Child

At Stoughton Infant School and Nursery we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured and our aims are for the learners to respect, achieve and aspire. 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 assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Stoughton Infant School and Nursery are treated fairly regardless of race, 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 EYFS we set realistic and challenging expectations that meet the needs of all our children. 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;

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- Teaching through objective-led planning to ensure all children are engaged and reach their full potential through their interests;
- 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;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children’s progress and taking action to provide support as necessary.

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.

We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Policy)

Positive Relationships

At Stoughton Infant School and Nursery we recognise that children learn to be strong and independent to form secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children’s first and most enduring 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:

- the teacher offers to visit all children in their home setting prior to their starting school and Nursery;
- the children have the opportunity to spend time with their teacher before starting school during visits.
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child’s progress through each child’s Tapestry Online Learning Journey.
- encouraging parents to talk to the child’s teacher if there are any concerns. There are three formal meetings for parents throughout the year which the teacher and the parent discuss the child’s progress in private with the teacher.
- arranging a range of activities throughout the year that encourages collaboration between child, school and parents: Class assemblies, Sports Day etc;

- offering monthly showing days, where parents are invited in to look at their children's work.

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. At our school the EYFS teacher and EYFS Teaching Assistant acts a 'Key Person' to all children in EYFS.

We have good links with local Nurseries and Children's Centre. We hold a transition meeting where Nurseries and Children centres are invited to come and discuss any children come to our setting.

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Enabling Environments

At Stoughton Infant School and Nursery 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 to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long Term plans which are based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these plans in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. At Stoughton Infant School and Nursery, we use the Tapestry Online Journal software to observe and assess children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded on the children's Tapestry online journal. They can also contain information provided by parents.

Within the final term of the EYFS, we provide a written report to parents, reporting their progress against the ELG's. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS class has its own enclosed outdoor area. This 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. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of learning.

Areas of Learning

The EYFS is made up of six 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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

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Learning and Development

At Stoughton Infant School and Nursery we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our nursery and reception so we know what our children experience between the year groups and to support progression;

Play

“Play is essential for 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.” (Statutory Framework for EYFS)

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. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“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.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

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Creativity and Critical Thinking

“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.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Monitoring and review

It is the responsibility of the EYFS teacher and leader to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Senior Management Team will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

This policy links to our policies on:

Teaching and Learning

Assessment Feedback and Marking

Curriculum

SEND

Drug and Alcohol

Relationships and Sex

Equal Opportunities