

# Church Hill Infant School



## Early Year Foundation Stage Policy 2021

Reviewed	November 2021
Frequency of Review	Two years
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Approved by:	Consultation with early years staff

## Our Vision

In Foundation Stage we aim to create a positive nurturing environment where our children can thrive and lay the foundations for a secure future. We plan and provide stimulating and exciting learning opportunities which in turn help our children to become enthusiastic learners who are keen to explore and develop. We believe that children should have the opportunity to learn through play and that it should be fun, engaging but also challenging. Outdoor learning is an important part of our provision as it allows the children to develop their thinking and problem solving skills alongside helping them to develop physically. The adults in our learning environment are skilled practitioners who provide high quality interactions and are role models for learning. Being the best we can be is at the heart of our ethos and we are committed to providing our children with the best possible to start to school life.

## School Aims

- To comply with the ‘Statutory Framework for the Early Years Foundation Stage.’
- The overarching aim of the EYFS is to help young people achieve. We ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- To enable all children, members of the school community and the wider community to contribute to school life.
- To promote high standards and provide opportunities for all to achieve their full potential.
- To encourage a sense of self-worth and confidence empowering children to fulfil a contributing role in society.
- To create a diverse and challenging learning environment in which children are cared for and feel safe.
- To provide leadership and management which focuses on raising standards and promoting the personal development and well-being of all members of the school community.

## The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) Policy must be read in conjunction with the Statutory Framework for the Early Years Foundation Stage which the school adheres to as well as whole school policies.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Church Hill Infant School the majority of children join us at the beginning of their Reception year and attend full time.

### At Church Hill Infant School we have:

- Three Reception classes each with one Class Teacher and one Teaching Assistant.
- All classes have access to the outdoor learning environment.

The EYFS is based upon four principles:

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

## A Unique Child

At Church Hill Infant School we recognise that every child is a learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebrations of work and achievements, 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 Church Hill Infant School are unique and all children and their families are valued. 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 the children. In planning we ensure that we meet the needs of all the learners using practitioner's knowledge and both formative and summative assessment procedures.

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.
- Using a wide range of teaching strategies based on children's learning needs and interests.
- 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 our school feel '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 are also taught how to recognise and avoid hazards.

## **Welfare**

At Church Hill Infant School we comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

We understand that we are required to:

- 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 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.

We endeavour to meet all these requirements (see whole school policies for further information).

## **Positive Relationships**

At Church Hill Infant School we recognise that children learn to be independent. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are the children's first and most enduring educators and we value the

contribution they make.

We recognise the role that parents play in educating their children.

We do this through:

- Talking to parents about their child before their child starts at school as well as carrying out home visits where necessary;
- Parents signing the home school agreement prior to their children starting school;
- Offering parents regular opportunities to talk about their child's progress;
- Inviting parents/carers into school to for Stay, Play and Learn sessions;
- Encouraging parents to talk to the EYFS staff and school staff generally if there are any concerns.
- We regularly remind parents when adults are available to talk to;
- Parents receiving a report on their child's progress at the end of the academic year;
- Sending out questionnaires encouraging the parents to feedback on experiences and how we as a school can support them further, improving home school relationships;
- Offering workshops to the parents throughout the year to demonstrate how they can support their child's learning at home;
- Using our online learning platform, Seesaw through which parents can share their child's achievements at home and any other valuable experiences their child has taken part in.
- Arranging activities throughout the year that encourage collaboration between child, school and parents: Christmas performance, Sports Day etc.;
- Communicating with parents through the Arbor app, Seesaw, school website and newsletters;
- We also provide parents with a half termly medium term plan informing them of the learning that will be taking place for that half term to maximise their support at home.
- All staff involved in the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen.

### **Enabling Environments**

At Church Hill Infant 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 to extend the children's learning.

### **Observation, Assessment and Planning**

The planning within the EYFS includes 'Medium Term Plans,' which are based around half termly topics. These plans are used as a guide for weekly planning; however these may be altered in response to the needs (achievements and interests) of the children.

We make regular assessments of children's learning. This information is used to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves all adults within the Early Years setting and regular training and moderation is provided for key members of the Early Years team to ensure judgements and observations are accurate and informative. We record longer focused observations on a half termly basis alongside more focused 'wow' moments regularly recorded on Evidence me.

At Church Hill Infant School, we use Arbor as a tracking system to record the children's developmental ages. Within the final term of Reception, we provide a written summary to parents, reporting their progress against the Prime areas and the Specific areas of learning and we also report on their child's Characteristics of Effective Learning. We provide an opportunity for the parents to discuss this with the EYFS teacher during a meeting at the end of the year.

### **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, explore and investigate, be creative and imaginative or be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently.

Foundation Stage 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 space 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 seven areas of learning.

### **Learning and Development**

At Church Hill Infant School 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. At our school we aim to develop a secure partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement. Our experience staff know how children develop and learn, and the impact this has on teaching. We ensure that all adults within the setting are suitably qualified and that the range of approaches used include; first-hand experiences, giving clear explanations, making appropriate interventions and extending and developing play and talk. Our curriculum is carefully planned and helps children work towards their targets and goals throughout the EYFS. Opportunities are planned for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. We encourage children to communicate and talk about their learning, and to develop independence and self-management. We support learning with appropriate and accessible indoor and outdoor facilities and equipment.

### **Play**

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.

### **Active Learning**

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 satisfaction as they take ownership of their learning.

### **Creativity and Critical Thinking**

Children are given the opportunity to be creative through all areas of learning. Adults 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 environment to extend their learning.

### **Monitoring and Review**

It is the responsibility of all Early Years staff to follow the principles and practices outlined in this policy. The Senior Leadership team (Including the EYFS leader) will carry out monitoring of the EYFS as part of a whole school monitoring cycle.