



# THE ARRETON & OAKFIELD FEDERATION EARLY YEARS FOUNDATION (EYFS) POLICY

---

COMMITTEE: LEARNING COMMITTEE

DATE APPROVED 11<sup>th</sup> May 2017

DATE OF REVIEW: SUMMER TERM 2020

---

# The Federation of Arreton C.E and Oakfield C.E Primary Schools

## Early Years Foundation Stage Policy

### Aim

Across the Federation of Arreton and Oakfield, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with exciting and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents/carers and external agencies to meet their needs and help every child to reach their full potential.

We fully support the following statement:

“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. When parents choose to use early years services they want to know that provision will keep their children safe and help them to thrive.”

*(Statutory Framework for the Early Years Foundation Stage)*

### Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception Year. Within the Federation, children join the Reception class in the year that they turn five. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children ‘learn and develop well and keep healthy and safe’. We aim to support children in their learning through ‘teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life’.

We adhere to the EYFS Statutory Framework and the four guiding principles that shape practice within early years settings. The Early Years experiences we offer our children are based on the following principles:

- **Unique Child** – developing resilient, capable, confident and self-assured individuals
- **Positive Relationships** – children learn to be strong and independent
- **Enabling Environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child
- **Learning and Development** – an acknowledgement that children learn in different ways and at different rates

## Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the main vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents/carers and within the wider context
- Plan challenging learning experiences, based on the individual child informed by observation and assessment and using their interests
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment both indoors and outdoors.

## Inclusion / Special Educational Needs (SEN)

All children and their families are valued within the Federation. 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 account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity.

Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Inclusion manager is called upon for further information and advice. Appropriate steps are taken in accordance with the Federation's Inclusion policy for SEN.

## Aims of the Early Years Foundation Stage

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

The Federation aims to achieve these outcomes by:

- Setting the standards for the learning, development and care of young children
- Providing for equality of opportunity and anti-discriminatory practice
- Creating the framework for partnership by working with parents, professionals and all settings that the child attends
- 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.

## Positive Relationships

Within the Federation, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with children and their families.

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.

Working with other services and organisations is integral to our practice ensuring we meet the needs of all our children. At times, we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

## Safeguarding – Child Well-being

Within the Federation, we have clear procedures for keeping children safe. Safeguarding and child protection policies and procedures are in place and are regularly monitored and reviewed. The EYFS Team working closely with the SENCO and Family Inclusion Officer to ensure that the needs of the individual and their families are supported.

Children's wellbeing is observed and assessed continually to ensure we achieve the highest levels of wellbeing possible in all of our children.

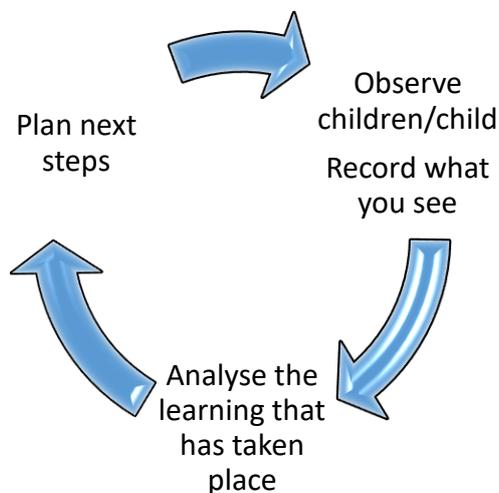
## Play

We recognise that play underpins learning and development for young children. 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.



## Planning

We plan to build on what the children know, understand and can do.



The Federation uses a combination of observations, teacher assessments and professional knowledge of a child's understanding, in order to inform our assessments and therefore planning.

**The characteristics of effective learning** are considered and evident in both our long term and short term planning and reflect the current cohort at the time. We work in partnership with parents / carers, other settings, other professionals, in particular our feeder pre-schools, local Children's Centres, and with individuals and groups in the community, such as local churches, to support children's learning and development.

## Learning and Development

The EYFS is made up of seven areas of learning and development:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



All of the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities, both indoors and outdoors.

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 EYFS.

## Observation and Assessment

As part of our daily practice, we observe and assess children's development and learning to inform our plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievement are collated in their own personal learning journey, which are shared with parents through the online learning journey Tapestry. Parents are invited to attend a parents evening in the autumn and spring term and reports are written throughout the year. Within the final term of Reception, we provide parents with a report 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 the Reception teacher in preparation for Year 1.

## From Reception to KS1

In order to ensure a smooth transition from reception to KS1, we track and monitor progress for each child and share this through a 'Continuing the Learning Journey' review in the summer term.



## Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, Early Years staff have the opportunity to undertake regular training. The identification of training needs of all adults is part of an on-going process, formalised at staff appraisals and performance management.

We regularly undertake in house training to develop the quality of the experiences our staff deliver, for example, observation of children – making, using and analysing observations.

## Quality Improvement

Observation of teachers and TA's practice is carried out in line with the teaching standards and quality indicators of best EYFS practice. These observations, plus environment walks and work sampling are used to inform the quality of teaching and learning as part of a teacher's performance management, along with other school improvement processes. The reception classes reflect on the environment they offer using the Early Childhood Environmental Rating Scale (ECERS).

## Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of our pupils irrespective of their protected characteristics as defined by the Equality Act 2010, age, disability, ability, race/religious belief, language, sexual orientation, special educational needs or social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

## Monitoring and Review

It is the responsibility of the EYFS teachers overseen by the EYFS/KS1 leader to understand and adhere to the principles stated in this policy. The Headteacher will monitor implementation of this policy as part of the whole school monitoring schedule.

There is a named Governor responsible for the EYFS. This Governor will meet with the EYFS leader on a regular basis to discuss practice in the EYFS and feedback to the Governing Body.

This policy should be read in conjunction with following policies:

- Early Years Risk Assessment
- Admissions Policy
- Health and Safety Policy
- Single Equality Policy
- Attendance Policy for pupils
- Behaviour Policy