

Early Years And Foundation Stage Policy

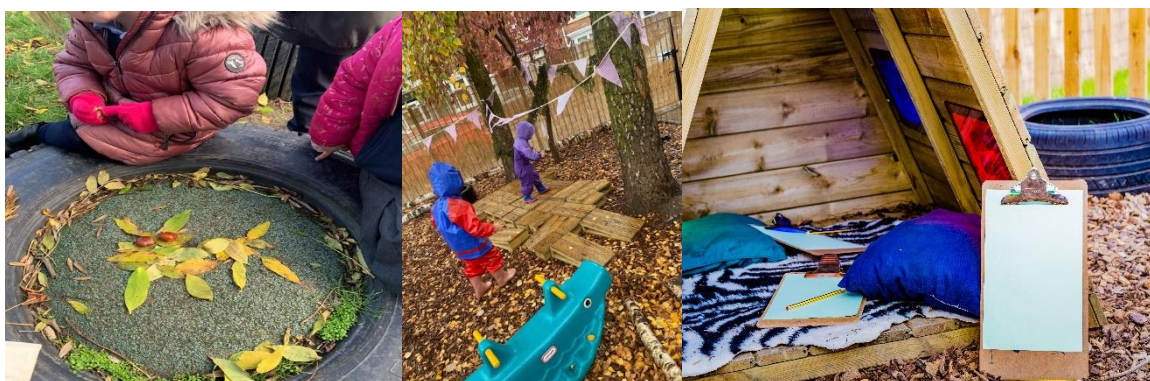
Our Vision

Across the Early Years, we endeavour to meet our childrens' needs through a play based curriculum, which challenges, encourages and inspires the children every day. The key principles of Development Matters; the unique child, positive relationships and enabling environments are used to guide our planning, develop the childrens' interests and encourage natural enquiry.

Learning and Development across the Early Years

"Children learn as they play. Most importantly, in play children learn how to learn." ~ O. Fred Donaldson

- ◆ 'Active Learning' is embedded in what we do. Our aim is to plan challenging and enriching activities for all children and to provide opportunities for children to develop their creative and critical thinking skills.
- ◆ Our Maths and Phonics are taught as discreet daily sessions, however the skills that children are taught during these sessions are supported and enhanced by our continuous provision, giving children the opportunity to learn in a range of meaningful and purposeful ways.
- ◆ Reading is promoted throughout our environments. Children learn to read for a variety of purposes. Children learn to use their reading skills through role play, phonics activities and challenge questions.
- ◆ Assessment is used to inform our planning. Through formative assessment and observation, teachers gain an in depth and accurate understanding of each child which then guides our 'next steps' in learning.
- ◆ Challenge is included throughout our continuous provision to provide children with the opportunity to develop their understanding and connect prior knowledge and learning. We endeavour to promote a curriculum that allows creativity, problem solving and discovery.



Developing Relationships

Developing and supporting key relationships is a crucial aspect of providing an enriched and safe learning environment. As a school we acknowledge the rich and varied background of knowledge

acquired at home. We believe that all parents have an important role to play in the education of their child and encourage them to be fully involved in their child's learning and wellbeing at school through:

- ◆ A comprehensive induction process welcoming them and their child to school and providing information for starting school
- ◆ Encouraging parents to contribute to their child's learning by providing observations and feedback through the use of our 'Tapestry' online learning journals.
- ◆ Home learning log – this book allows children and parents to record the things they have done at home and share it with their teachers and classmates.
- ◆ Inviting parents to attend two parent evenings in the autumn and spring terms and a final one in the summer when the reports are given out.
- ◆ Arranging a range of activities throughout the year that encourages collaboration between child, school and parents e.g Christmas play, project exhibition days, school visits, sports days.

Promoting positive relationships throughout the community is an important part of our wider understanding of where we live. Through developing links and regular visits to local care homes and places of local interest we actively encourage our children to be aware of local issues.

Through PSHE activities and the 'Jigsaw' scheme children can develop strong and trusting relationships between themselves, their peers and the adults around them.



The Early Years Curriculum

The curriculum across the EYFS is based on the principles of Development Matters. The revised Early Years Foundation Stage curriculum and the Early Learning Goals for the seven areas of learning, provide the basis for our planning.

PRIME AREAS

Personal, Social and Emotional Development
Communication and Language
Physical Development

SPECIFIC AREAS

Literacy
Mathematics
Understanding the World
Expressive arts and design

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.

The 'Characteristics of Effective Teaching and Learning' are used throughout the early years, to inform adults how each child engages with the learning environment. By understanding how children learn, adults are able to support each child in becoming an effective and motivated learner. Effective teaching and learning builds and extend upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff.

Assessment

At Rendell Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021). At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

Enabling Environments

Enabling environments allows us to "mobilise the energy, attention, curiosity and focus of children"~ Howard Gardner

Through continuous provision children have opportunities to continue their learning without adult supervision. Classrooms reflect the learning taking place, where children have access to a range of resources and where displays are used to show the learning journey. Displays should be there to promote understanding and to enhance children's self-esteem and well-being.

An **enabling environment** is one which provides a rich, varied and safe space in a setting in which children can play, explore and learn. This can contribute greatly to children's learning and development. Children are encouraged to look after and take responsibility for their resources. Resources are located clearly within the classroom so that children can access them independently.

The Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. 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 sharing assemblies and our Rendell virtues rewards, to encourage children to develop a positive attitude to learning.

Safeguarding and welfare

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. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

December 2021

Review June 2024