



## Early Years Foundation Stage Policy

*'Children are born ready, able and eager to learn. They actively reach out to interact with other people and the world around them. Development is not an automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments'.*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Foundation 2.

The EYFS is based upon four principles:

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

### **A Unique Child**

At BSL 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, and encourage children to develop a positive attitude to learning.

### ***Inclusion***

We value the diversity of individuals. All children at BSL are treated fairly, regardless of race, religion or abilities.

We believe that all our children matter. We give them 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.

Within the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with individual needs, children who are more able, children with disabilities, children

from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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;
- 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.

## **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.'*

At BSL we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

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.
- 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 learning environment and to meet the needs of the children. We endeavour to meet all these requirements.

## Positive Relationships

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

### ***Parents as Partners***

We understand 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 by:

- talking to parents about their child before their child starts in our school;
- inviting all parents and children to an induction meeting during the term before their child starts school;
- the children having the opportunity to spend time with their teacher before starting school during a designated induction session;
- offering parents regular opportunities to talk about their child's progress in our Foundation classes and allowing free access to their work;
- encouraging parents to talk to the child's teacher if they have any concerns.
- informing parents of their child's attainment and progress in formal written reports twice a year.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: productions, sports day etc;

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 Foundation staff act as 'Key Persons' to all children in EYFS.

## Enabling Environments

At BSL 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 learning.

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

At BSL the planning within the EYFS is linked to termly topics.

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 is carried out through observation and through planned assessment activities.

Within the first and final terms of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. We give a reasonable opportunity for the parents to discuss these judgements with the Foundation teachers (through individual appointments).

## ***The Learning Environment***

The Foundation classrooms are organised to allow children to explore and learn securely and safely. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The Foundation classes have their own enclosed outdoor area.

Children may explore, use their senses and be physically active. We plan and rotate activities and resources regularly to help the children to develop in all 7 areas of learning.

## **Learning and Development**

At BSL 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.

### ***Play***

In their play children learn at their highest level. Through play our children explore and develop learning experiences, which help them make sense of the world. They practice 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.

### ***Creativity and Critical Thinking***

Children are given opportunity to be creative through all areas of learning, not just through the arts. Adults seek to 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.

## ***Areas of Learning***

The EYFS is made up of seven areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematical Development
- Understanding of 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.

## **Monitoring and review**

It is the responsibility of the Foundation teachers to follow the principles stated in this policy.

There is a named coordinator responsible for the Foundation stage. Teachers will seek to liaise with this coordinator who will provide feedback to the whole staff and headteacher, raising any issues that require discussion.

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