



Hollingbourne Primary School
Early Years Foundation Stage Policy

Agreed by Governors 7.11.18
Date of renewal November 2021

Mission statement

“A learning community – developing hearts and minds”

We believe in the potential of every child so all the children are given the opportunity to develop the capacity to surprise themselves and those around them. They are taught to challenge themselves to build confidence and resilience.

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. In our school all children join us on a phased introduction at the beginning of the school year in which they are five.

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 Hollingbourne Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Hollingbourne School are treated fairly regardless of race, religion or stage of learning. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and 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 through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. We educate the children about boundaries and rules and help them to 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 both in the real and virtual world.

Positive Relationships

At Hollingbourne Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise the important role parents play in educating the children.

We do this by:

- talking to parents and the child during a home visit during the first week of school in September when the children are part time
- inviting the children to spend two mornings during Term 6 with the staff and existing YR children before starting school. First with their parents and then with pre-school leaders
- inviting all parents to an induction meeting during term 6 before their child starts school
- inviting all parents to a parent's information meeting during Term 1 to introduce ways we can work in partnership together
- encouraging parents to attend consultation meetings in Dec and March/April to discuss their child's progress
- providing parents with a written report on their child's attainment and progress at the end of each long term
- encouraging parents to contribute observations in the contact book
- encouraging parents to take home their child's learning journey and make contributions and observations in it
- inviting parents to a phonic workshop in Term 1 / 2 to enable them to support their children with their learning
- providing parents with 'Home Learning' activities: sound books, word books, fine motor activities, reading books and maths challenges

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them.

We have good links with Hollingbourne Pre-school (our main feeder pre-school). Regular visits are undertaken by the EYFS staff especially during Term 6 to develop relationships with the new intake. throughout the year. The EYFS teachers meet with staff to discuss new intake children. A visit is made by the EYFS teacher to observe all new intake in their pre-school setting during Term 6.

Enabling Environments

At Hollingbourne Primary School we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

Observation, Assessment and Planning

Planning within the EYFS is based around termly themes. Medium Term 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 and interests of the children. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms in the children's individual learning folders. They also contain information provided by parents. Each child's progress is also recorded against 17 assessment scales derived the Early Years Foundation Stage Curriculum.

Within the final term of EYFS we provide a written summary to parents, reporting their achievement in relation to the Early Learning Goals (ELG's) and this is in the form of emerging, expected and exceeding. This is in line with the way judgements are submitted to the Local Authority at the end of June.

Learning and Development

At Hollingbourne Primary 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 interconnected. The children have time and freedom to become deeply involved in the activities and their 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

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. We also create opportunities for learning within the daily routine such as snack time and also self registration.

Our EYFS class has its own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

Children are taught to read and write through the daily teaching of reading and phonics. Opportunities for application of this learning are planned for within the environment as well as in the phonics/ reading sessions themselves.

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning 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.

Routines

The children come in to school at 8.50. The morning is dominated by self led learning, however it is punctuated by adult directed learning opportunities.

The children have access to snack mid morning.

During the early terms, the children do not attend assembly. After Christmas the children start to attend celebration assemblies on a Friday and then throughout the year increase the number of assemblies attended.

Early Years children continue to free flow indoors- outdoors all morning, therefore they do not stop for morning break with the rest of the school, however they do go out on to the playground and field at lunchtimes (between 12.05- 13.25).

Taking risks

Children are encouraged to take risks and challenge themselves. This is encouraged by staff; however, children's safety is paramount and the early years environment is carefully risk assessed.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the practitioners and to the whole governing body.

Senior Leadership will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Signed

Sarah J Nurden

Sarah Nurden
October 2018