



EARLY YEARS FOUNDATION STAGE POLICY

November 2017

Holme J & I School Foundation Stage Policy

“Every child deserves the best possible start in life and support to their full 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 the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage applies to children from birth to the end of the Reception Year. At Holme J & I School, all children join us full time, from the first day.

The Early Years Foundation Stage is based upon four themes:

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

This policy explains how our practice at Holme J & I School is underpinned by these four themes.

A Unique Child

At Holme J & I School 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, as well as celebration and rewards, to encourage children to develop a positive attitude to their learning and a growth mindset.

Inclusion

We value the diversity of individuals within the school. All children at Holme J & I School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

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 Foundation Stage we set realistic and challenging expectations that meet the needs of each child. We achieve this by planning to meet the needs of boys and girls, children with special educational 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.

Safeguarding and Welfare

It is important to us that all children in the school are ‘safe’. Safeguarding our pupils is at the heart of all we do. 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.

“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.” (Statutory Framework for EYFS 2014)

At Holme J & I School

We understand that we are legally required to comply with safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. At Holme J & I School, we:

- Promote the safeguarding and 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 and have the relevant checks and hold documentation.
- 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.

Positive Relationships

At Holme J & I School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents/carers as Partners

We recognise that parents/carers are the children's first and most enduring educators and we value being partners with them in their child's education through:

- **Talking to parents/carers about their child before their child starts in our school at a Home Visit and an Introduction Evening.**
- **Offering both parents/carers and children the opportunity to spend time in the Foundation Stage before starting school.**
- **Operating a daily 'open door' policy for parents/carers with any queries.**
- **Sharing regularly the child's 'Learning Journey' with parents/carers and valuing the ongoing contributions to this from parents/carers.**
- **Offering three teacher consultation evenings per year.**
- **Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.**
- **Developing a range of activities throughout the year that encourage collaboration between child, school and parents/carers.**

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.

We have strong links with all our feeder Pre-schools. The Foundation Stage teacher meets with providers to discuss each individual child and their transition process into school. Home visits are also undertaken by the Foundation Stage teacher so any parent/carer questions can be addressed in an informal setting prior to school entry.

Enabling Environments

At Holme J & I School we recognise that the environment plays a key role in supporting and extending the child's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

Observation, Assessment and Planning

On entry to Foundation Stage, each child is assessed using a Baseline Assessment. Staff use observations of each child at play and engaged in self-initiated and adult-led tasks as the basis for this assessment. Our team members are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Practitioners use the children's interests to plan for themes for which the staff draws up medium term plans. In addition to this the children lead the short term activity planning on a day to day basis. This fostering of the child's interests develops a high level of motivation for the child's learning. The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of each child's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their Foundation Year in school each child's progress is recorded on the Early Years Foundation Stage Profile against the 17 Early Learning Goals at emerging, expected or exceeding level. This assessment allows the child's learning to continue in Year One at a level appropriate to the child's development and without transition difficulties. At Holme J & I School, Foundation Stage, Year One and Year Two children are all in one class, which allows each child to progress at their own speed and access personalised learning opportunities appropriate to their level of development, offering a higher level of challenge for those children who are ready.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has use of the whole outdoor area at Holme J & I School. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Transition

Starting school can be a challenging time for some young children; we therefore plan carefully to support children with the transition process from their pre-school setting to ensure it is as smooth and happy as possible.

In the July prior to September entry, all children are invited to come for a whole day and experience 'Transition Day', when the whole school moves up a year group, and our Year Six children attend their chosen high school for the day.

Parents/carers of all children starting in the next academic year are invited to an induction meeting in the summer term to meet the Class 1 staff. All new starters are also visited in their pre-school settings and a meeting held with their key workers to discuss their profiles and any specific needs the child may have. Each child will also be visited at home where parents/carers have the opportunity to ask any questions in a relaxed atmosphere. In the summer term prior to starting in reception, the children are invited to school events such as community assemblies and Friends of Home School social events, the aim being for all children and their families to feel a part of our school community from the very beginning.

Learning and Development

There are seven areas of learning and development that must shape educational provision in Early Years settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities supporting the **Characteristics of Effective Learning**: Playing and Exploring – **Engagement**; Active Learning – **Motivation**; Creating and Thinking Critically – **Thinking**.

“Children’s play reflects their wide ranging and varied interests and preoccupations. 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 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.

Holme J & I School

Early Years Foundation Stage Policy

Headteacher: Dr Andy Williams

EYFS Co-ordinator and Lead Teacher: Mrs Jill Brook

EYFS Governor: Mrs Brenda Hilton

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