



Beechwood Primary School

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Introduction

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.

-Statutory Framework for the Early Years Foundation Stage
Department for Education 2014

Principles

The EYFS is based upon four principles:

A unique child Children are born inquisitive and ready to learn. We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We also recognise that children develop in individual ways and 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 and develop a positive attitude to learning.

Positive relationships We recognise that children learn to be strong and independent with the support of secure and nurturing relationships. We aim to develop caring, respectful, professional relationships with children and their families. Through these relationships we are able to identify and support specific individual needs.

Enabling environments We recognise that the environment plays a key role in supporting and extending children's development and independence. We aim to provide a safe, stimulating, language-rich environment to engage and challenge our children. The different areas for learning allow children scope to be active, quiet, boisterous, reflective, brave and inventive... but always busy.

Learning and development Through our observations we assess the children's interests, stages of development and learning needs before planning challenging, achievable activities and experiences to support their development and extend their learning. We recognise that all areas of learning and development are equally important and inter-related and that children learn and develop at different rates.

Early childhood is the foundation on which children build the rest of their lives. At Beechwood Primary School we greatly value the importance that the EYFS plays in laying secure foundations for all future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims Our aim is to provide a broad and balanced curriculum where play and exploration naturally motivate children, encouraging them to think critically as they explore the world around them.

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

Staying safe We aim to provide a safe and enabling environment to encourage independence and to ensure that children feel secure and confident, both physically and emotionally. We recognise the importance of providing challenge, and opportunities for taking risks so that children can learn to consider possible dangers and develop resilience.

Being healthy We encourage children to be active in their learning and provide wide ranging opportunities to support their physical development. We support healthy eating through planned activities and freely available healthy snacks (fruit, milk & water).

Enjoying and achieving Flexible planning, reviewing and adapting, turn every event into a learning opportunity. We consider all aspects of the environment – emotional, indoor and outdoor. Supportive adults take on the role of play partners.

Making a positive contribution The inclusive learning environment helps to develop communication skills by promoting positive relationships. We ensure equal opportunities for all Beechwood children. Please see the Equal Opportunities policy for more details.

Achieving economic well-being We aim to instil a life-long love of learning, as well as providing firm foundations for communication, literacy and mathematics skills.

We seek to provide structured play with educational objectives as outlined within the Statutory Framework for the Early Years Foundation Stage, Department of Education, 2014. The programme of learning is divided into 7 key areas organised into prime and specific areas of learning:

Prime Areas of Learning:

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

Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning and Teaching in Foundation Stage

- A thorough baseline assessment of the prime areas of development, plus Literacy and Maths, provides a starting point for ongoing assessment.
- Play-based learning opportunities and adult led activities are carefully planned around the needs and interests of each individual child so that every child makes good progress and no child gets left behind.
- Planned and purposeful activities enable opportunities for teaching and learning both indoors and outdoors.
- Equality of opportunity and anti-discriminatory practice ensures every child is supported and included.
- Ongoing observations and assessment identify individual and cohort next steps and enable rigorous tracking of progress against the developmental age bands (Early Years Outcomes/Development Matters)
- Assessment is moderated between classes and within the local cluster for consistency.
- An effective and supportive partnership between practitioners and parents/carers is developed.

Responsibility

This policy is the responsibility of the Foundation Stage Manager, staff and governors. It will be implemented by the classroom teachers supported by the teaching assistants.

This policy has been developed from guidance within the Statutory Framework for the Early Years Foundation Stage, DFE 2014.

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Reviewed: April 2016

Next Review: April 2018