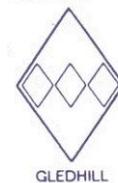


Barkisland CE (VA) Primary School



GLEDHILL



HORTON



AKROYD

Early Years Foundation Stage (EYFS) Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Barkisland Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children “learn and develop well and kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS 2012)

Specific Aims of This Policy

Through the four themes of the EYFS: Unique Child, Positive Relationships, Enabling Environments and Learning and Development and the 16 commitments, our aims are as follows: (Unique Child)

- We aim to give the best possible start to school life by developing children’s personal, intellectual, social, emotional, creative and physical potential. This will be done through discovery, exploration, first hand experiences and enjoyment.
- We aim to provide a learning environment which is welcoming, attractive, stimulating and reflects the world we live in. An environment in which all children feel happy, safe and secure.
- We aim to build and maintain a positive relationship between the home environment and the school environment.
- We aim to encourage all children to become independent, autonomous learners, and to develop confidence and build self esteem.
- We aim to create an environment which is built upon mutual respect and trust, between adults and children, and children and children.

Principles of the Early Years Curriculum (Learning and Development)

We recognise the importance of a curriculum suited to the nature and needs of young children, and understand that this will be a curriculum where children learn best through both spontaneous and planned play, both indoors and outdoors. The curriculum will be planned to build upon what children already know, can do and understand, in the reception class. The “whole child” will be developed through a curriculum which aims to develop the child’s:

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.” The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding of the world and

- Expressive arts and design

The Learning Environment (Enabling Environments)

We recognise that the learning environment is crucial to children's learning, and that it must be welcoming, attractive and stimulating. Children will feel secure, valued and confident and develop a sense of achievement through learning which is pleasurable and rewarding. Children are encouraged to think and talk about their learning and to develop self-control and independence. Approaches to teaching include recognition of play as crucial to young children's learning, the importance of first hand meaningful experiences, modelling and scaffolding learning, and using talk as a major means of learning.

The physical environment supports learning with appropriate space, facilities and equipment and is organised with due regard to health and safety. Resources are provided to allow children to access the curriculum, and are clearly organised and labelled to encourage full autonomy. Some resources will be continually available, whilst others will enhance the current topic, learning and/or children's interest. Wherever appropriate, we will attempt to reflect the world in which we live, through the provision of resources.

Displays will reflect both current learning and children's work, and will be changed regularly. They will invite children to respond in different ways.

Adults working in the setting will be clear upon the aims, objectives and content of the curriculum, including how it is taught, how children's progress and achievement are assessed, recorded and shared with parents. Successful links with the next stage of education are seen as crucial to children's learning.

Observations form the major means of assessing learning and will be used to build a 'Learning Journey' for every child. The observations are used to plan next steps for individual and groups of children, respond to children's interests and track learning using e-profile.

Home / School Links (Positive Relationships)

Parent's fundamental role in their children's education is acknowledged and a partnership based upon shared understanding, mutual respect and dialogue is developed. We recognise the importance of building and maintaining strong links between home and school, and understand that this will benefit children's learning. This is done in a number of ways:

- Recognition that parents / carers know their child best, and that they are their child's first educator.
- Providing a welcoming environment with approachable staff who are interested in the needs of all children.
- A welcome pack is sent to all parents / carers, which attempt to include all the information needed prior to the child starting in reception.
- Individual consultations with reception staff prior to the child starting school, if requested.
- Two formal consultation evenings (Autumn and Spring term), and an informal open evening in the Summer, where achievements are discussed, but parents / carers will be encouraged to approach staff on an informal basis to celebrate achievement, express concerns etc. throughout the year.
- A half day visit is arranged during the latter part of the summer term, to allow children to meet the rest of their class, before starting in the September.

- A home / school reading record provides an ongoing communication between parent and school staff.
- Parents / carers will receive information as to the main concepts covered over the course of a half term, to allow reinforcement and extension of learning at home.
- A topic plan located in the entrance highlights the main learning within the foundation stage curriculum. This is also sent home and is available on the school website.
- Parents are invited to Class assemblies and church services throughout the year.
- The use of a WOW wall is encouraged in the Reception entrance to record significant achievements in school and at home.
- Other relevant information evenings are held throughout the year to help children support their child at home.

Broad Guidelines for the Teaching of Foundation Stage

The Early Years Foundation Stage develops children's early knowledge, understanding and skills in ways which provide a sound basis for later education.

The curriculum aims to develop a child's :

- Personal, social, and emotional well being.
- Positive attitudes and dispositions towards learning.
- Attention skills and persistence.
- Communication, language and literacy.
- Mathematical development
- Knowledge and understanding of the world.
- Physical development
- Creative development.

Children's activities are planned in accordance with the Foundation Stage Curriculum.

"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 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. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Barkisland we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
 - **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
 - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- (Taken from statutory framework for the EYFS 2012)

It is important that children learn in a secure, environment and that an atmosphere is provided in which every child feels secure, valued and confident. A child centred approach is adopted in order to cater for the full range of pupil abilities and needs.

Work is planned for the Foundation Stage using the Curriculum Guidance for the Foundation Stage.

Assessment of Pupils

The Early Years Foundation Stage Profile is used on a daily basis to assess all areas of the children's development. Children are tracked on a half termly basis.

80% of assessment in Reception is undertaken through varying types of observation. The information gained from these assessments is then used to note where the children's learning is in relation to the Foundation Stage Profile. 20% of assessment is undertaken through adult directed activities.

Children are assessed termly in writing.

Alongside the profile each child has a 'Learning Journey' booklet to show their development as they progress through their Reception year of schooling.

Recording Pupils Progress

Pupils' progress is recorded on a daily basis through observations. These observations are then transferred into a learning journey and the teacher records achievements using E Profile.

Health and Safety and Risk Assessments

Refer to Section 3: The Safeguarding and Welfare requirements in the Early Years Foundation Stage document.

- Daily outdoor play
- Risk assessments