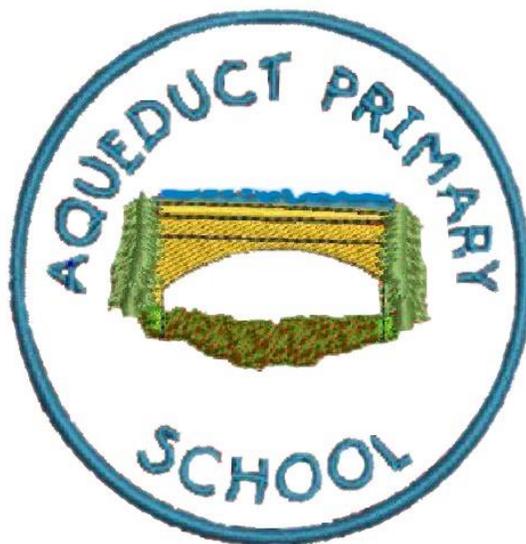


Aqueduct Primary School

Early Year Foundation Stage Policy



2016

Acting Head Teacher	Jo Clarke
Chair of Governors	Chris Marsh
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Discussed and Agreed by Governing Body	8.02.16
Next Review Date	November 2017

Signed _____ Date _____

Signed _____ Date _____

Aqueduct Primary School
Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. In our school, all children can join us, full time or part time, at the beginning of the school year in which they are five. There is a comprehensive induction period which all parents/carers are encouraged to support their children in.

The EYFS is based upon four principles:

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

A Unique Child

At Aqueduct Primary 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/sharing times and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Aqueduct Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. 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 EYFS we set realistic yet challenging expectations that meet the needs of our children. 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.

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.

It is important to us that all children in the school are 'safe'. We aim to help the children to learn about boundaries, rules and limits. 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. We aim to protect the physical and psychological well-being of all children within our caring, nurturing setting.

Welfare

At Aqueduct Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Revised Statutory Framework for Early Years Foundation Stage 2012. 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 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.

We endeavour to meet all these requirements.

Positive Relationships

At Aqueduct Primary School 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 recognise 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 their children. We do this by:

- Talking to parents about their child before their child starts in our school.
- A comprehensive induction period is offered to all children (including home visits) and parents are encouraged to support their children as they get to know their new school environment.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Offering parents regular opportunities to talk about their child's progress in our Reception class and allowing free access to the children's 'Learning Journeys'.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting offered to parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.

- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Open mornings/afternoons, class assemblies, Sports' Day etc.
- Providing space in the children's 'Learning Journey' books for parents to leave comments relating to the children's achievements.

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 EYFS teachers acts as a 'Key Person' to all children in EYFS, supported by the Early Years Lead TA and another TA who is always based in the EYFS. We aim to have good links with local Nurseries/Pre-Schools and other local EYFS settings. The two EYFS teachers attend regular EYFS update meetings. The EYFS teachers meet with staff to discuss new intake children. Staff and children from preschool are invited to school events (Open morning/afternoons).

Enabling Environments

At Aqueduct Primary School 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 their learning as far as possible.

Observation, Assessment and Planning

Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher will frequently alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning, and particularly through our Continuous Provision maps.

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 takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Journeys'. They also contain information provided by parents and other settings.

At Aqueduct Primary School, we assess the children's progress throughout the year. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's. We give an opportunity for the parents to discuss these judgements with the EYFS teacher.

The Learning Environment

The EYFS setting in our school is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. Both of our EYFS class bases have immediate access to the outdoor classroom. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children time to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Learning and Development

At Aqueduct 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.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations, which are shared with parents;
- The good relationships between our school and the settings that our children experience prior to joining our school.

Play

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 socialise 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.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions. Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can 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 encouraged to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Designs

The first three in the above list form the Prime Areas of Learning, while Literacy, Mathematics, Understanding the World and Expressive Arts and Design form the Specific Areas of Learning. 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. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Curriculum Planning: An Overview

The seven areas of learning support, foster, promote and develop children's learning and development. At Aqueduct School we plan for the seven areas taking into account the children's interests, needs, abilities and diversity as well as current events and broad themes.

1. **Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
2. **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
3. **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; to develop an awareness of safety, and to have confidence in their own abilities.
4. **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials to ignite their interest.
5. **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

6. **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
7. **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In planning and guiding children's activities, staff always reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning 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. Activities to promote play, learning and development are planned for both indoors and outside which encourages children to be active, enthusiastic learners. The children make their own selection of the activities on offer as this encourages independent learning. We aim for our children to reach standards above those expected for their age in relation to the age-related criteria of the EYFS framework, and so we provide learning experiences that challenge and inspire them. During the Reception year, where all EYFS Early Learning Goals have been achieved, children are provided with a stimulating curriculum that further develops their skills, knowledge and understanding and prepares them for achieving well in Key Stage 1.

Monitoring and Review

It is the responsibility of the EYFS teacher and team members to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head Teacher and EYFS Manager will carry out monitoring in the EYFS, including Learning Journey monitoring and moderation, as part of the whole school monitoring schedule.

Safeguarding

Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Our Designated Safeguarding Leads (DSLs) are: Victoria Waring and Jo Clarke.