



EARLY YEARS FOUNDATION STAGE POLICY

The Early Years Foundation Stage (EYFS) applies to all children from birth to the end of their reception year. At Dair House we greatly value the important role the EYFS plays in laying secure foundations for future learning and development.

Aims and Principles

- To provide a stimulating, caring environment both indoors and outdoors which is sensitive to the needs of the individual child and which helps create an enthusiastic attitude to learning.
- To provide a secure and nurturing setting that promotes self confidence and independence and helps children form positive relationships.
- To provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in KS1 and beyond.
- To provide opportunities for children to engage in, and learn from, both teacher led and child initiated activities that build upon and extend children's knowledge, experiences and interests in each of the six areas of learning.
- To make careful observations in order to use and value what each child can do, assessing their individual needs and supporting and extending their learning appropriately.
- To work in partnership with parents and value their contributions.
- To help children build friendships and learn to co-operate with each other.
- To ensure that all children, irrespective of ethnicity, culture, religion, family background, gender or ability have the opportunity to experience a challenging and enjoyable programme of learning and development and that no child is excluded or disadvantaged in any way.

Our Vision

- Children have access to high quality education which develops their social, emotional, moral, spiritual, cultural and academic needs.
- To provide opportunities to enable children to develop skills to investigate, make sense of and communicate with the world around them in order to become responsible, healthy members of the community.
- To ensure we implement the Every Child Matters framework.

EYFS Curriculum

Our curriculum for the EYFS covers the Early Learning Goals and the areas of learning identified in the guidance for the EYFS which are both outlined in the statutory framework for the Early Years Foundation Stage.

We want learning to be a rewarding and enjoyable experience and aim to encourage exploration, investigation and discovery. As well, we encourage the children to create, practise, rehearse, repeat,

revise, and consolidate the developing knowledge, skills, understanding and attitudes. We bring many of these aspects of learning together through play and talking.

The EYFS is made up of six areas of learning:

- Personal, Social and Emotional Development (PSED)
- Communication, Language & Literacy (CLL)
- Problem Solving, Reasoning & Numeracy (PSRN)
- Knowledge & Understanding of the World (KUW)
- Physical development (PD)
- Creative development (CD)

Each area of learning covers a range of learning opportunities as follows:

Personal, Social and Emotional Development

This area of learning is about emotional wellbeing, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition towards learning. PSE feeds into all subjects of the curriculum

Communication, Language and Literacy

This area includes speaking and listening, linking sounds to letters and beginning to read and write simple words, listening to stories and developing skills in preparation for reading readiness

Problem solving reasoning and numeracy

This area includes number recognition, calculating and shape, space and measures

Knowledge and Understanding of the World

In this area of learning children are developing the crucial knowledge, skills and understanding that helps them to make sense of the world. It forms the foundation for later work in science, design and technology, history, geography and ICT

Physical Development

This area of learning includes large and small scale physical activity, which develops an awareness and increased control of the children's own bodies, keeping safe and being healthy

Creative Development

This area is a chance for the children to express their creativity through a variety of art, music, movement, dance, imaginative and role-play activities.

At Dair House we believe these six areas are equally important and depend on each other to support a rounded approach to child development.

Planning

Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children in order to understand and consider their current interests, development and learning.

The three stages of planning the curriculum are:

Long Term Planning

Long term plans are based around half termly themes, which determine broad and balanced opportunities to cover the Early Learning Goals.

Medium Term Planning

Our half termly themes are addressed in more detail: activities and experiences for each area of learning and development are identified.

Short Term Planning

Our weekly plans identify specific learning objectives, which are taught through teacher directed tasks, child initiated activities and continuous play provision. The plans allow for flexibility in response to the individual needs, achievements and interests of the children and for revision and modification, informed by ongoing observational assessment.

Assessment

Assessment, recording and reporting within the EYFS are in line with the school's assessment policy. We make regular assessments of the children's learning, and we use this information to ensure that future planning reflect identified needs.

Nursery

Assessment is completed through ongoing observations of the children through a variety of teacher led and child initiated activities. Our observations help decide where children are in their learning and development, based on the stages and age bands of the Development Matters grids of the EYFS. We use the information gathered from regular assessments to ensure future planning reflects identified needs. At the end of the year, children's progress and attainment information is shared with parents through a written report and a Learning Journey.

Reception

Assessment and observations are based around the six areas of learning. We use the eProfile to record judgements against the EYFS Profile. Each child's level of development is recorded against the 13 assessment scales derived from the Early Learning Goals.

Observations are carried out while the children are engaged in normal classroom activities to gain an insight into their interests and abilities.

Moderation of the EYFS Profile is carried out by Bucks LA.

Parents receive a written report at the end of the Autumn and Summer Terms and are given the opportunity to discuss these with the class teacher if they so wish.

Standardised assessment papers are also undertaken by the Reception children in the Summer Term to monitor Numeracy and Literacy levels.

The Indoor and Outdoor Learning Environments

The Nursery and Reception classrooms are both organised to allow the children to explore, investigate and learn through first hand experience. Resources and equipment within the rooms are accessible to the children.

The EYFS has its own enclosed outdoor area with age-appropriate equipment and opportunities which include:

- Role play
- Circle games / parachute games
- Growing plants, observing minibeasts etc
- Sand and water play
- Large construction
- Wheeled toys

- Climbing / balancing equipment
- Small apparatus, such as hoops, skittles etc.

Inclusion

We value the diversity of individuals within Dair House School. All children are treated fairly regardless of gender, race, religion or ability. We give our children every opportunity to achieve their best. We meet the needs of all our children by:

- Valuing every child;
- 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 range of opportunities to motivate and support children to help them learn effectively;
- Providing a safe and supporting learning environment, in which the contribution of all children is valued;
- Employing resources that reflect diversity and which are free from discrimination and stereotyping;
- Providing support for Gifted and Talented children;
- Monitoring children's progress and taking action to provide support as necessary;
- Supporting children with English as an additional language as necessary;
- Providing additional support from adults, including parents and outside agencies.

Parents as Partners

When parents and practitioners work together in the early years, the results have a positive impact on the child's development. A successful partnership needs to be a two way flow of information, knowledge and expertise. We aim to develop this by:

- Talking to parents about their child before they start at school;
- An opportunity to spend time in the classroom and meet the teachers before starting in the nursery or reception class through 'taster' sessions;
- Inviting all parents to an induction/curriculum meeting during the first term of the academic year;
- Promoting an 'open door' policy – good dialogue – share successes and concerns;
- Offering parents regular opportunities to discuss their child's progress during parents' evenings;
- An exchange of information through the school prospectus, newsletters, curriculum letters, PTA and form mums
- Parents may accompany their child into the classroom at the start of the day;
- Communicating to parents through the communication pockets and a daily update of activities on the white board outside the main school entrance (Nursery);
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: class assemblies, sports day etc
- Providing space in the children's 'Learning Journey' booklets for parents to leave comments relating to their child's achievements.

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Headmaster, Acting Head of EYFS and the EYFS team on an annual basis.