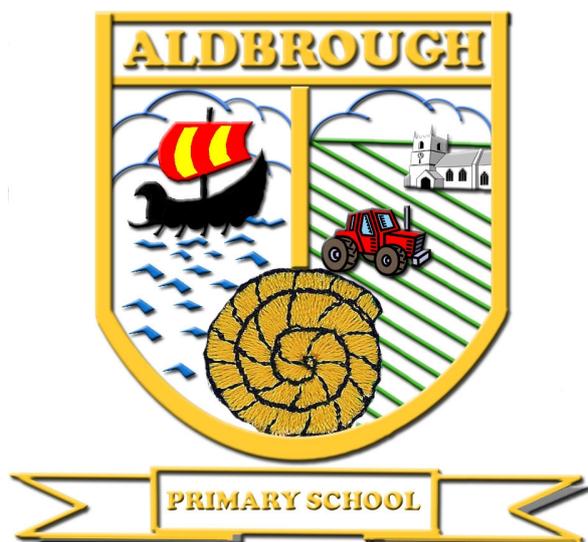


ALDBROUGH PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE POLICY

DOC-APS-POL-0016

Revision	Amendments	Date	Gov Ratified	
✓	✓	25/02/15		

Aldbrough Primary School

Early Years Foundation Stage Policy

**Every child deserves the best possible start in life and support to fulfil their 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
' EYFS 2008'**

Purpose

The purpose of this policy is to communicate our philosophy, aims, principles and ethos in the Early Years Foundation Stage at Aldbrough Primary School. Our philosophy is based on nurturing life long learners by valuing the individual child and supporting them in developing their creativity and social skills. We believe that a child with high self-esteem will flourish in education and life.

Aims and Principles

At Aldbrough Primary School we are determined to create the right environment for children when they first start school. We carefully plan every aspect with the following aims in mind:

- To ensure that all children feel included, secure and valued.
- To deliver an Early Years curriculum that deals with educating the whole child so that they are life long learners.
- To ensure that no child should be excluded or disadvantaged.
- To ensure that early years experiences build upon what children know and can already do.
- To ensure that parents and practitioners work together.
- To create a happy purposeful atmosphere, based on a spirit of co-operation between members of staff, children and parents.

- To be concerned with the exploration of the world through senses, feelings and experiences, allowing young children to learn through well planned play activities.
- To provide active learning experiences, giving children opportunities to explore practical activities, make decisions independently, and develop problem-solving skills.
- To provide structured teaching activities, which start from the child's knowledge and understanding.
- To promote independence, confidence and a sense of responsibility.
- To provide well organised, rich and stimulating experiences.
- To encourage children to explore, experiment, plan and make decisions for themselves.
- To ensure that we provide high quality care and education.
- To ensure that we work in partnership with children and parents, building an honest and open relationship.

Admission, Entitlement and Equal Opportunities

- The EYFS Curriculum applies to all children from birth to the end of their first year at school full time.
- Children are entitled to 15 hours of free education per week. We offer this on a part-time basis of 3 hours per day, Monday to Friday from 12.30-3.30pm. This place does not have to be taken up and can be deferred until parents wish the child to attend. The child's part time entitlement can be shared with other settings.
- All children are offered a full time place in the September of the 'academic year' they turn 5.
- All children are provided with equal access to the whole of the Early Years Foundation Stage Curriculum regardless of their gender, race, ability or season of birth.

- The children work at their own level, progressing through the developmental ages, leading to the Early Learning Goals (ELG.s).
- At Aldbrough Primary School we adopt an inclusive approach to education where the needs of SEN, EAL or able pupils are carefully met.

The Early Years Foundation Stage Curriculum

Effective practice in the EYFS is built on four guiding themes. These provide a context for the requirements and describe how practitioners should support the development, learning and care of young children. The themes are each broken down into four commitments describing how the principles can be put into practice.

- A Unique Child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; health and well-being.
- Positive Relationships describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.
- Enabling Environments explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.
- Learning and Development recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

There are six main areas of learning, ensuring there is breadth and balance to the children's learning. These are:-

- Personal, social and emotional development.
- Communication, language and literacy.
- Problem Solving, Reasoning, Numeracy.
- Knowledge and understanding of the world.
- Physical development.

- Creative development.

At Aldbrough Primary School we plan an integrated curriculum where we ensure every area of learning is covered in a stimulating and relevant way to the children.

School Curriculum

We offer quality Early Years Provision in a rich, caring environment, encouraging achievement of the objectives described in the Revised Early Years Foundation Stage Guidance (EYFS). Our aim is for children to learn through play and first hand experiences and to develop an integrated curriculum that involves and supports parents in the education and care of their children. The curriculum will give consideration to the child's development in the following areas:

- **Personal, social and emotional development**
- **Physical development**
- **Communication and language**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive arts and design**

We constantly plan, evaluate and update our nursery provision. Each child's development is individually monitored and recorded.

Play

We recognise that very young children learn most effectively through play. This is because it is a vehicle that provides children with vital feedback in a non-threatening way. Intrinsic learning thrives in an environment of low threat, high feedback and lots of fun, where many chances to learn are inherent. We aim to encourage children to learn from the mistakes they make without facing the fear of failure. Effective play allows children to take charge over events and conquer fears. We also feel that it is particularly important as a tool for developing good social behaviors and prompting the use of critical and creative thinking.

At Aldbrough Primary School play in EYFS is an integral part of learning. When planned effectively we believe that it helps to develop the whole person, motivation is intrinsic and children experience high levels of success.

The types of play offered will be appropriate to the individual children's needs and include:

- **Adult led** – adult interacts with the play to influence and guide it's outcome
- **Adult directed** – where the child engages in activities set up by the adult

- Child led – where the child makes their own decisions about the kind and outcome of the play from a given range
- Child initiated – where the child has complete decision making and directional control of the play

Learning Environment

The learning environment, both indoors and out, is of crucial importance in stimulating and encouraging active learning and thinking.

Within the classroom resources are clearly labelled with words and pictures in order to promote the children's independence.

Systems and routines are in place to provide safety and security and to develop confidence, high self-esteem, knowledge and understanding.

Outdoors

The Early Years Foundation Stage document emphasises the importance of using the outside environment as a tool for learning.

At Aldbrough Primary School there is a fenced Early Years playground for the children to use at various times of the day.

We also have an area outside the classrooms where the children can participate in child initiated learning.

Teaching and Learning

Teaching methods in Early Years Foundation Stage will accommodate the different ways children learn by planning for the same learning objective in a range of different ways. These include:

- A multi sensory practical approach as a starting point, building on the concrete rather than the abstract.
- Praise and encouragement to establish an ethos in which individual achievements are valued.
- A balance of groupings to include whole class, small collaborative groups, peer partner, individual, ability and mixed ability as appropriate.
- A balance of child led and adult led activities and direct teaching, which includes modelling expectations.

Assessment

An on entry assessment (Aspects) is completed for each child within the first half term of entering school. An in-house assessment is also completed. This

provides a secure assessment of a child's level of development and ensures appropriate teaching and learning can be planned.

On entering foundation 2 the PIPS baseline assessment is used, and is repeated at the end of foundation 2.

Much of the Early Years Assessments are done through on – going observations. All staff participate in this process, and the observations are referenced against the age related stages of the E.Y.F.S Development Matters Document. These observations are used to plan activities designed to meet specific learning needs.

All these assessments are used as evidence to build up the child's Early Years Foundation Stage profile, which is collated on 'I Profile' during foundation two.

The results are sent to the local authority every July and shared with parents through a written report.

These results are also used to track a child's performance through the foundation stage and assess their needs for the future.

Home/School Partnership

At Aldbrough Primary School we value the contribution of all the adults involved in a child's life and strive to develop open relationships with them. We believe a good relationship with parents is vital in the development of all children.

'Successful relationships between parents and educators can have long-lasting and beneficial effects on children's learning and well-being'

EYFS 2008

In the term before the children enter part time a home visit is arranged. The staff take with them all the information and paper work relevant for starting school and discuss this with the parent/carer.

The child and parent/carer are also invited to spend an afternoon in the foundation department.

In the Summer term before the children enter foundation two a parents meeting is held to explain the procedures and curriculum for full-time school. A termly meeting with parent/carer is arranged throughout foundation two and a formal written report sent out in the July.

Staff are always available to chat to parents at the beginning and end of every session forming a good home/school relationship.

Religious Education and Collective Worship Policy

Although we do not have any religious affiliations, we hope to:

- **Promote children's social development**
- **Teach them to share and enjoy giving**
- **Respect and care for all living things**
- **Help them understand life and cope with painful experiences such as fear, suffering and death**
- **Help them understand the religious attitudes, beliefs and values of other people, cultures and creeds**
- **Familiarize them with traditional Bible stories.**

Special Curricular Arrangements/Special Educational Needs

When we have a cause for concern about a child, resources will be provided to accommodate children with special educational needs. Through observation and assessment we will ensure that any need for specialist help can be identified at an early stage in order that all of our children reach their full potential. The member of staff having responsibility for the school's arrangements for identifying and meeting the special needs of the children is Mrs. A. Gledden. Any concerns are always discussed with parents/carers in a confidential manner.

Pastoral Care

We work as a team to ensure the well-being of the children. Each member of staff has a clearly defined role. Key workers are responsible for the pastoral care of a group of children each morning and afternoon session. Adult to pupil ratio in key worker groups is approximately 1:14. Total teaching staff ratio is 1:10 and with Teaching Assistant support 1:6.

School Discipline

We help children to understand school routines and that there are certain rules to follow. We aim for the children to be responsible, respect each other and all adults and to develop a reasoned set of attitudes, values and beliefs. We have adopted a Positive Behaviour and Anti-Bullying Policy in the school with the simple aims:

- Be kind to everyone
- Be able to say "sorry" when necessary
- Talk quietly and politely
- Look after the school and the toys.

Please refer to the school's Behaviour Policy for further details or feel free to discuss this with any of the staff.

Conclusion

This policy will be amended and updated in the light of guidance from the Local Authority or other appropriate Government/professional bodies in order to meet statutory requirements within the Curriculum Guidance for Early Years Foundation Stage.

Review

This policy will be reviewed in September 2017

