



All Saints Benhilton Early Years Foundation Stage Policy

Mission Statement

- In the context of Christian faith, reflecting the school's foundation, we will provide an education of the highest possible standard so that each child and staff member can reach their fullest potential.
- We will work to maintain and enhance our valued relationship with the Parish Church of Benhilton.
- The Christian values we seek to actively promote in school must overflow in attitude and action into the wider community.
- The safety, care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We respect and seek the opinions and involvement of our children.
- We seek effective communication, involvement and respect between the school and the families of our children.
- We encourage our children to respect the diversity of society and make a positive and caring contribution to it.

Rationale

The Early Years Foundation stage at All Saints Benhilton extends from the age of three to the end of the Reception year. Entry into the Reception class is at the beginning of the school year in which the children are five years old.

Aims

At All Saints Benhilton, our over-riding aim in the EYFS is for our pupils to develop a positive foundation for lifelong learning in partnership with parents and carers. We will achieve this by promoting and supporting the four key principles in the EYFS statutory framework.

- A unique child
- Positive relationships
- Enabling environments
- Learning and developing

A Unique Child

At ASB we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Inclusion

All children and their families are valued at ASB. We meet the needs of all our children through ensuring that the school's Equal Opportunity policy is implemented.

Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice.



Positive relationships

The class teacher is the child's key person during their time in nursery and reception. Developing a positive relationship and secure attachment with their key person enables them to feel safe, and have their emotional needs supported.

We recognise parents are the child's first and foremost educators and we work to develop strong links with them. We do this by

- talking to parents about their child before their child starts in our school;
- the teacher visits children in their home setting prior to their starting school;
- the children have the opportunity to spend time with their teacher before starting school;
- 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;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for Reception parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents of nursery children will have a formal meeting during their time in nursery. Parents receive a report on their child's attainment and progress at the end of each school year;
- having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- arranging for children to start school over the first half of term. We stagger the starting time of each child over this period, so that the teacher can welcome each child individually into our school;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through the child's contact book. We invite parents to curriculum evenings to demonstrate the range of activities that the children undertake in the FS.

Enabling environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the child's individual learning folders.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed, to further individual learning.

Learning and Developing

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 Foundation Stage just as



much as they do to the teaching in Key Stage 1 and 2. Effective learning and teaching is supported through:

- 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 achieve the Early Learning Goals by the end of the Foundation Stage;
- 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 regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

The Foundation Stage curriculum

The curriculum for the Foundation Stage reflects the areas of learning identified in the Early Years Outcomes and the Early Learning Goals. All areas of learning and development are important and inter-connected.

There are crucial three prime areas:

- personal, social and emotional development
- communication and language
- physical development

We also support children in four specific areas through which the prime areas are strengthened and applied. These are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

We reflect on the different ways children learn and through planning and practice develop the three characteristics of effective teaching and learning. These are:

- playing and exploring
- active learning
- creating and thinking

A balance of child initiated and adult led opportunities are planned in order to achieve a broad, balanced and appropriate curriculum using stimulating resources and various teaching styles. This balance changes during the reception year in preparation for Yr 1.



Planning needs to be flexible showing how all the areas in the curriculum can be developed and allow the practitioner to respond to children's interests.

The outdoor learning environment is an integral part of the daily curriculum.

Play Based Learning

Well planned play, both indoors and outdoors is one of the key ways in which children learn. It is the process through which children can explore, investigate, recreate and come to understand their world. It is not just imaginative play and role play but includes spontaneous, self-initiated lines of inquiry and exploration. Play is a vital component of children's lives. It is an important way skills are developed and practised. Play is essential for physical, intellectual, linguistic, emotional, and behavioural and social development.

Principles of High Quality Play

- Play is an intrinsic part of children's learning and development.
- Play has many possible but no prescriptive outcomes.
- Play challenges children and offers them the chance to learn in breadth and depth.
- Play draws on what children already know and can do and enables them to master what is new.
- Play enables children to apply existing knowledge and to practise their skills
- Play encourages children to communicate with others as they investigate or solve problems.
- Play offers children opportunities to explore feelings and relationships, ideas, and materials, connections and consequences.
- Play empowers children to make choices, to solve problems and to be independent in their learning.
- Play enables children to express fears or relive anxious experiences in controlled and safe situations.
- Play encourages children to struggle, to take risks and to become resilient as learners.
- Play can be supported and extended but not interfered with by adults.
- Play presents no barriers to children because of their language, cultures, abilities or gender

Assessment

Throughout the foundation stage, as part of the learning and teaching process, we assess each child's development in relation to the Early Years Outcomes statements and Early Learning Goals that form part of the curriculum guidance for the EYFS. These assessments are made on the basis of our accumulating observations and knowledge of the whole child. By the end of the final year of the foundation stage, the foundation stage profile sums up that knowledge.

In nursery the children's individual achievements are tracked. In reception, this record is continued. Assessments against the Early learning Goals are finalised during the summer term, summarising each child's development. The foundation stage profile forms the basis for reports to Reception parents and is given out at the end of the year. Nursery Parents receive a report before they transfer to a Reception class.



Safeguarding

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At ASB we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2012. The requirements are met through our safeguarding policy.

J Collingwood January 2015

REVIEW OF POLICY

Signature of Headteacher and Chair of Governors

_____ Headteacher

_____ Chair of Governors

Date policy approved by Governing Body _____

The policy will be reviewed January 2017