



Manby Lodge Infant School Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (EYFS Statutory Framework 2017)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school it applies to children in Reception.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children develop and learn in different ways and at different rates

A Unique Child

At Manby Lodge Infant 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 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. Every child at Manby Lodge Infant School is treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. 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 and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with additional 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
- helping children develop an understanding of positive learning behaviours
- 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 educate children on boundaries, rules and limits and to help them understand why they exist. 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.

Welfare

"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."

(EYFS 2017)

At Manby Lodge Infant School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. 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 there is a paediatric first aider working within the Reception unit

- 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

From secure relationships children learn to be strong and independent. 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 the children.

We do this through:

- talking to parents about their child before their child starts in our school
- the early years team arranging to visit all children in their home setting prior to them starting at school
- inviting all parents to an induction meeting during the term before their child starts school
- asking parents to fill out an 'all about me' form with their child and returning it to school
- offering parents and carers ongoing informal feedback about their child's interests, achievements and areas of concern.
- encouraging parents to share any relevant information about their child and their life outside of school
- teach children about British Values and how they can display these values within the EYFS setting and the wider community
- offer formal meetings for parents at which the teacher and the parent discuss the child's progress. Parents receive a report in the Summer term on their child's attainment and progress
- arranging activities throughout the year that encourage collaboration between child, school and parents: Coffee mornings, Sports Day, Parent helpers

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 act as 'Key Person' to all children in the EYFS, supported by the Teaching Assistants.

Where children continue to attend other settings, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children's achievements.

Enabling Environments

At Manby Lodge Infant 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 the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' EYFS Curriculum Map. This is used by the EYFS team as a guide for weekly planning; however the teacher may alter the planning in response to the needs (achievements and interests) of the children. This will be indicated on the planning.

We make regular assessments of children's learning and track children's progress through the year. We use information from assessments to ensure that future planning reflects children's 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 assessment files and Special Books. Information provided by parents and other settings is also collected.

At Manby Lodge Infant School, we use the Develop Matters document to record progress.

Within the final term of the EYFS each child's level of development will be recorded against the 17 statements of the EYFS profile. We provide a written summary to parents, reporting their child's progress against the ELG's and the EYFS profile assessment statements. We give parents the opportunity to discuss these judgements with the EYFS teacher.

The Learning Environment

The EYFS classroom 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. The EYFS class has its own enclosed outdoor area. 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. Children have the opportunity to explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Children develop and learn in different ways and at different rates

At Manby Lodge Infant School we recognise that each child is unique; learning and developing in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. 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 development of good relationships between our school and the settings that our children experience prior to joining our school

Play

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for 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. (EYFS 2017)

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves 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

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

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 opportunities 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 allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of 7 areas of learning:

Prime areas

- Communication and language
- Physical Development
- Personal, Social and Emotional Development

Specific areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive arts and design

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 Early Learning Goals (ELG) define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the EYFS team to follow the principles stated in this policy. The Head teacher, EYFS phase leader and Reception year leader will monitor the effectiveness of the EYFS as part of the wider school improvement and development plan linked to the schools self-evaluation through performance management.

Review Date	Description	Approved By	Approval Date	Next Review
May 2018	Review	FGB	June 2018	May 2019