

VERSION CONTROL BOX	
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OVERVIEW OF CHANGES	Various
DATE OF NEXT REVIEW	September 2019
REVIEWER	Debby Tinker

Early Years Foundation Stage Policy

Greenacre School



GREENACRE SCHOOL EARLY YEARS FOUNDATION STAGE POLICY

Rational

At Greenacre School the Foundation Stage is seen as establishing the basis for all future learning by supporting, developing and nurturing pupils.

“Every child deserves the best possible start in life and support that enables them to meet their full potential. Children develop quickly in the early years and a child’s experiences between birth and 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 provides the foundation for children to make the most of their abilities and talents as they grow up.”

Principles:

The EYFS is based upon four principles:



A Unique Child

We recognise that every child is unique and develops in individual ways at varying rates.

We aim to promote resilience and confidence, encouraging children to develop their own sense of identity and culture.

Learning offers praise and encouragement for children to develop a positive self-image alongside a positive attitude to learning.

Children are valued and respected, their development and learning are observed and inform carefully planned next steps.

Positive Relationships

We recognise that children learn best and develop independence from secure, strong and positive relationships.

We aim to develop warm, caring and respectful relationships with the children and their families. The relationships will be supportive of and sensitive towards the child’s own efforts.

We recognise and respect parents as partners and for this reason create a number of opportunities for valuable two-way communication between home and school. The

key person for each child in the first instance is the class teacher whose role is to ensure every child's care and learning is tailored to their individual needs/feelings/interests and starting point.

Enabling Environments

We recognise that the environment plays a significant key role in supporting and extending the children's development and learning. The EYFS is designed to provide a flexible learning environment both indoors and outdoors that stimulates and motivates pupils to play and investigate. Through observation we assess the children's interests, stages of development and learning needs. We then plan challenging, achievable play-based activities and experiences to build on their learning.

We believe that enabling environments are achieved when:

- Pupils feels safe but are supported to take risks and explore
- Learning is relevant and motivating through the use of stimulating resources
- There are positive relationships between home and school and the planned learning considers their culture and community

Learning and Development

Children Learn and Develop in Different Ways and at Different Rates

This is a key factor throughout all programmes at Greenacre School. It is embedded in all we do and this is reflected in the EYFS curriculum. Each planned learning opportunity in EYFS is, in the first instance, based on detailed assessment of each child. Learning is delivered through planned purposeful play as children learn both from leading their own play and from adults guiding their play. The planning ensures a balance between child lead or adult lead learning, which is determined by each individual child and their stage of development. We respond to each child's needs and interests and it is expected that as the children's needs change and they develop, that balance can be adjusted to more adult led tasks and learning opportunities.

The curriculum, therefore, will ensure that pupils are supported to develop independence. This enables them to make clear choices and provides the opportunity to engage in child led activities. However, children will be actively encouraged to extend the range of activities and resources they are happy to engage with. This may involve adults leading the play to model and extend learning then gradually reducing the support and modelling offered over time as pupils develop learning to learn skills.

“There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction”.

In planning and guiding children's activities teachers and teaching assistants will consider three characteristics of effective teaching and learning detailed in the guidance offered within the Statutory Framework: 1.10.

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Areas of Learning and Development

There are seven areas of learning and development within the statutory requirements for EYFS that are important and interlink. There are three prime areas which are:

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development**

In addition, there are also four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

Assessment

The level of progress that children should be expected to have attained at the end of EYFS is defined nationally by the Early Learning Goals. In our EYFS, pupils progress is summarised each term using the 'Development Matters' Ages and Stages. This allows us to assess and record children's progress reflecting their developmental stage rather than chronological age. Children's progress is recorded as an age and stage, for example Stage 1. Children are recorded as achieving a number of targets against the whole stage, this enables us to measure small steps of progress. Expected levels of progress are detailed in the table below.

In addition, daily assessment is an essential part of shaping the understanding we have of children's skills and using this to plan learning opportunities. These formative assessments can be in the form of planned observations with a key focus. However, the most effective assessments take place from our day to day observations of learning while interacting with children. Day to day assessments are recorded using various methods including SeeSaw (photographic and video evidence), focus observation sheets and using the holistic outcomes recorded on the pupils Personalised Learning Map (PLM) this then informs future planning and form the basis of the termly assessment against the 'Development Matters.'

Expected Levels of Progress

Achievement Level: A Over One year	Above Expected Progress One Age and Stage progress made in a year	Expected Progress More than 50% Age and Stage progress made in a year	Some Progress Progress made within an Age and Stage in a year	No progress within an Age and Stage made in a year
Achievement Level: B Over Two or more years	Above Expected Progress Two or more Age and Stage progress made over Foundation Stage	Expected Progress One Age and Stage progress made over Foundation Stage	Some Progress Progress made within an Age and Stage over Foundation Stage (50% or more)	No Progress Less than 50% of an Age and Stage progress made from baseline

Early Years Foundation Stage Profile

In the final term of the year in which the child reaches the age of five the EYFS profile must be completed. Each child's development is assessed against the early learning goals. The school records if children are meeting expected levels, exceeding expected levels or not yet reaching expected levels (emerging). However, due to the complexity of our children's needs the majority of them are recorded as emerging at this stage. Therefore, due to the lack of any other National progress measures our pupils will continue to be assessed against the Foundation Stage outcomes into Year 1 and Year 2.

Safeguarding and Welfare Requirements

We have a whole school safeguarding policy which should be read in conjunction with the School's Mission Statement and the Equality Policy. The policy outlines and supports our school's commitment to ensuring that Greenacre School is a community in which all pupils can feel safe, cared for, healthy and enabled to work in a stimulating environment.

The schools foundation stage is delivered in full accordance with the Statutory Framework for Early Years Foundation. This policy is intended to outline some key aspects of how the school support the individual needs of our pupils within that framework, and detail links to other relevant whole school policies.

All quotes and references detailed in the policy are taken from the Statutory Framework for EYFS.

Equality Monitoring

This statement demonstrates our commitment to ensure we give due regard to:

Eliminate discrimination and other conduct that is prohibited by the act

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it