



EARLY YEARS FOUNDATION STAGE POLICY

Aims

As children commence their journey at The Oaklands Primary School we believe it is important to provide an Early Years education that aims to meet the individual needs of every child in our care. Children are nurtured to feel safe and secure and are valued as individuals. Independence is fostered, as is a positive attitude to learning where each child is encouraged to reach their full potential regardless of their ethnic and socio-economic background, race, gender, creed or ability.

As Early Years Practitioners we will...

- Create a safe and secure learning environment where each child feels valued and where previous experiences and achievements are acknowledged and built on.
- Provide good quality teaching and a stimulating learning environment where children are motivated to learn and where they are given opportunities to develop their natural curiosity.
- Begin to establish in children independence and confidence and the ability to make choices.
- Provide an environment in which children can build meaningful relationships with adults and peers learning how to communicate effectively within a group and develop their social and interactive skills.
- Develop partnership with parents and carers and involve them in their child's learning.
- Develop in the children a sound grasp of basic skills which will provide a firm foundation for future learning.
- Establish routines so that children begin to anticipate and feel confident to take the next step. Pictorial timetables give children the security to know and understand their routines.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child - every child is a competent learner.
- Positive Relationships - children learn to be strong and independent.
- Enabling Environments - supporting and extending a child's development.
- Learning and Development - 3 prime and 4 specific areas of learning and development.

Learning and Development

The seven areas of learning and development are divided into three prime areas and four specific areas.

The three prime areas are:

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



These are then supported by specific areas that strengthen the prime areas. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

When planning for these areas of learning, practitioners will reflect on the Characteristics of Effective Teaching and Learning. They will take into account the different ways children learn and reflect these in their practice.

These are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Staff will:

- Plan for a range of adult led activities, direct whole class teaching sessions and child initiated activities.
- Observe children as they act and interact in their play, everyday activities, child initiated activities and planned activities, and learning from and sharing with parents about what the child does at home.
- Consider ways to support the child to strengthen and deepen their current learning and development.
- Consider the individual needs, interests, and stage of development of each child in the setting. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Assessment

On four occasions during the year all Foundation stage children are “brush stroked” using all the information gathered about each child to that point. They are assessed against each sub section within the developmental age bands for each of the 7 areas of learning. This clearly indicates the level at which they are operating, progress that has been made and areas in which they need development.

In the final term of the year in which the child reaches age five, Yarnfield Primary completes the EYFS profile for each child. The profile provides parents and carers, practitioners and teachers with a clear picture of a child’s development, knowledge, understanding and abilities, as well as their progress against expected levels. It furthermore prepares Year 1 teachers for individual children’s readiness, needs and next steps. The profile will reflect upon the schools on-going observation and relevant records.

The teacher will determine whether the child is meeting the expected levels, exceeding them or below expected levels of development. The child’s level of development is assessed against the 17 early learning goals.



Safeguarding and Welfare

We adhere to the welfare requirements listed in the statutory framework and understand that we are required to:

- Promote the safety and welfare of children.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.

At The Oaklands Primary...

- We complete daily risk assessments to ensure that the environment is safe for children.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Two members of staff in the setting have a current paediatric first aid certificate. At least one paediatric first aider will accompany children on school trips and outings.
- We aim to follow the school's behaviour policy. We have clear and consistent boundaries and positively reinforce good behaviour.
- Staff have received Team Teach training.

At The Oaklands Primary we recognise that health is an integral part of a child's wellbeing.

At Oaklands:

- Nursery and Reception children have fruit and milk every day.
- Children learn about healthy eating and making healthy choices.
- Children have opportunities to play in the outside area each day.
- Reception and Nursery children have a PE session in the large hall each week.
- Each classroom is fitted with a sink where fresh water is available at all times.

Parents as Partners

At The Oaklands Primary we aim to establish good relationships with all parents and carers based on mutual respect and concern for the child. We value parents and carers as the child's first educator and as active partners in the continuing process of education...

- Parental partnership starts with a 1:1 meeting at the beginning of the year where we can find out about children's pre-school experiences and share knowledge about the child. These provide the opportunity for staff to gain a whole picture of the child. This is an opportunity for parents to get to know the staff and ask any questions they may have.
- Parents are encouraged to be active in the settling process when children first enter the nursery, each day they have an opportunity to spend time with their child as they start the nursery session. This is also an informal opportunity to discuss their child with the nursery staff.
- In Reception, teachers always try and make themselves available to discuss (or if the situation does not allow to fix a time to discuss) the child's welfare with the parents. Parents are consulted regularly both informally and formally.



The Oaklands Primary School
A NINESTILES ACADEMY

- Parents are given 'WOW' cards to record any observations of their child at home. These contribute to the child's Early Years Foundation Stage Profile.