

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Toll Bar Primary School Children join at the start of the Nursery year, in which the children turn 3 and complete the foundation stage. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four themes

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

At Toll Bar Primary 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 Bentley New Village. 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 Inclusion Manager is called upon for further information and advice.

Positive relationships

All children are allocated a key person during their time in reception and specific time is timetabled to in these groups daily. 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 strongly to develop strong links with them we do this by

- Inviting parents into school before their child starts to discuss concerns/give information
- Invite parents to a review meeting shortly after their child has started
- Hold 2 parent evenings a year
- Encourage them to settle their child during the first half term, and stagger the children in so staff have a better opportunity to get to know each one
- Hold parent workshops to support their work at home
- Provide email support direct to the SCHOOL
- Provide a yearly report
- Encourage home school books where parents can find out what their child does in school and vice versa

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 children'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

At Toll Bar Primary School we recognise children develop and learn in different ways. Effective learning and teaching is supported through:

- The understanding that staff have the knowledge of how children develop and learn, and how this must be reflected in their teaching.
- The range of approaches that provide first hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication
- The carefully planned curriculum that helps children to achieve the ELG's at the end of the EYFS
- The provision for children to take part in activities that build on and extend their interests and develop their intellect, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning and to develop independence and self-management
- To support for learning with appropriate accessible space, facilities and equipment both indoors and outdoors, including the effective use of ICT.
- The identification, through observations of children's progress and future learning needs, which are regularly shared with parents.

Areas of Learning and Development

The EYFS is made up of six areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- knowledge and Understanding of the World
- Physical Development
- Creative Development

While these six areas provide a framework for the early years curriculum, young children's learning does not easily divide up into distinct areas. A particular experience may develop learning over several of the six areas at any one time. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

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.

Role of the adult

- To observe child-initiated play to understand and provide for their interests and needs.
- To plan and resource a challenging indoor and outdoor environment.
- To support children's learning through planned play activity.
- To extend and support children's spontaneous/self-initiated play.
- To extend and develop children's language and communication in their play.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Toll Bar Primary there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

REVIEW

The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Toll Bar Primary School.

Signed (for the Governing Body)

Date