



# Drove Primary School

## EYFS (Early Years Foundation Stage)

### Policy

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**“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”**

**- “Early Years Foundation Stage Profile” Department for Children, Schools and Families  
2012**

## **Aims**

At Drove Primary School we are committed to meeting every child’s individual needs. We ensure that the child’s welfare is paramount and that they develop as young learners in a safe environment.

We provide a range of opportunities for children to develop and engage through first hand experiences, hands on learning and play opportunities. We encourage children to participate in a variety of activities some are focused and led by an adult and others are provided to give the child a chance to be active and an independent learner. We believe this approach helps to build children’s self-esteem and self-worth and increases independence and the ability to show initiative.

We strive to engage children in their learning through our creative and vibrant environments, which encourage the use of both indoor and outdoor space. We encourage a strong partnership between home and school.

Our ethos promotes children’s all round development and fosters positive attitudes towards learning. Inviting children to develop positive values, attitudes and relationships. This is supported throughout the school through our Values Based approach.

**“Children are successfully acquiring the knowledge, skills and attitudes which lead towards, and go beyond, the desirable outcomes for learning”**

**(SCAA 1996)**

## **Play and Active Learning**

**“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development”**

At Drove we believe play to be the means through which young children learn. It is through play that children have the opportunity to explore, develop and act out experiences, helping them make sense of the world. Play helps children build up ideas and learn how to control themselves and understand the need for rules. Children investigate and solve problems through collaborative and individual play.

Play opportunities are available in all of our Early Years classrooms both indoors and outdoors, where the three prime areas and four specific areas of learning are offered. Due to the range of adult led activities and child initiated time we provide, we give plenty of time for play opportunities to arise. We see ourselves as part of the community and enjoy local visits. We try to invite local people into school for discussions.

## **“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.

### **Planning**

The planning within the Foundation Stage follows the schools’ long term and medium term plans. The weekly plan takes on these themes but is also supported by the observations carried out from the focus children, of the previous week. This enables those children’s interests, achievements and next steps to be addressed. This system is run on a rolling programme.

We run carefully planned themes throughout the year to ensure every child is given a variety of different stimuli. The themes are also supported by the child’s interests; this helps to keep the children engaged and allows them to take ownership of their learning.

We offer the children a broad and balanced curriculum which follows The Early Years Foundation Stage (EYFS). This is delivered using the Development Matters in the Early Years Foundation Stage Document. This enables the Early Years teachers to incorporate the seven areas of learning and development into a stimulating, creative, cross curricular approach, ensuring breadth. The children are actively engaged in working towards the Early Learning Goals. The goals are made up of the Three Prime Areas and Four Specific Areas of learning, there are 17 in total.

### **Prime Areas**

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Specific Areas
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Within these areas they are broken down into individual aspects which eventually lead towards the Early Learning Goals. To achieve these goals, the children work through month bands which are appropriate to their developmental stage. Alongside this run the characteristics of effective learning. These move through the areas, they are

- Playing and exploring,
- Active learning
- Creating and thinking critically.

The four themes of the EYFS underpin all the guidance. The document – Development Matters shows how these themes and the principles that inform them, work together for children in the EYFS. They are; a unique child, positive relationships, enabling environment and equal learning and development.

None of these areas can be delivered in isolation from the others. They are equally important and depend on one another. These areas are explored through a balance of adult led and child initiated activities.

The child initiated opportunities are where we provide the chances for the children to be independent learners, we have often modelled or joined in the play before. The adult led activities are introducing and teaching new skills.

Activities and role play opportunities inside and outdoors provide a means through which children can independently practice, apply, and develop the skills with the support of the adults in the setting.

At Drove we recognise that phonics knowledge is key to reading and writing. We carry out phonics sessions, linked to the Letters and Sounds document. The children then apply their phonics skills each day in and around the environment.

We practice speaking and listening throughout the day through circle times and class discussions.

## **Assessment and Observation**

When children begin in Nursery the children are visited in their homes and start off on a gradually increasing timetable until they are in for their full sessions. Baseline assessments of a child are carried out within the first six weeks. When they begin Reception the teachers and pre-schools share the "Moving on Document" together. Along with this information and discussion the teachers meet the children in their pre-school setting and at home to gather information that goes towards their base line assessment.

Each child's level of development is recorded against the seven areas of learning and development. These lead onto the child acquiring the early learning goal in each area.

Throughout the year the Early Years practitioners, Nursery Nurses and Teaching Assistants carry out focussed observations on our focussed observation sheets, incidentals on post it notes and take photos. This along with pieces of work and creations the children have produced contributes to the child's Learning Journey. We use Tapestry to record the children progress as they progress through the Foundation Stage. The ongoing assessments of the children are collected and recorded into the children's Learning Journey's. Within the final term of FS2 we use the information to formulate a report to parents. Along with a personal comment, this will state their progress against the Early Learning Goals and the child's Characteristics of Learning.

## **The Learning Environment**

At Drove we recognise the environment plays a key role in supporting and extending the children's development. The Early Years classrooms which incorporate the indoor and outdoor areas are well organised, to allow children to explore and learn securely and safely. There are areas where the children can be active and to be quiet. The environments are set up into learning areas where children are able to find and locate resources and equipment independently.

The outdoor part of the environment has a positive effect on the children's development and at Drove we see it as an integral part of the children's learning. It acts as an extension to the indoor environment, allowing the children to be physically active and encourages the use of their senses.

Our learning environments operate a free flow system whereby the children can choose which area of the environment they would like to explore. This is around the adult led activities that take place throughout the day at various times.

## Inclusion

We value the diversity of individuals within the school and tolerate a no discrimination philosophy. All children are treated fairly regardless of race, religion or ability. All children and families are valued within our school. We recognise that all pupils bring different experiences, interests and strengths which influence the way they learn and we encourage all children to succeed and do their best.

In Early Years we aim to give each child the opportunity to experience success in their learning and ensure equal opportunities will be extended to all pupils. We encourage children to make their own choices and in giving reasons for decisions and actions.

We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others, therefore we praise and encourage as well as celebrate achievements of that made in and out of school.

## Special Needs

Those children which are recognised as having Special Educational Needs (SEN) will follow similar programmes of study as their peers. However, the work, if necessary will be differentiated to meet individual children's needs.

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.”**

As part of Every Child Matters (ECM) we insure that we provide children with the opportunity to be healthy, stay healthy, stay safe, enjoy and achieve, makes a positive contribution and achieve economic wellbeing.

## Parents as Partners

We recognise that parents are children's first and enduring educators and we value the contribution they make. We appreciate 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 they start school.
- The teacher (with the class TA) offer to visit all children in their home setting prior to starting school.
- The children have the opportunity to come into school to spend time in the environment and getting to know the teacher. They are invited into the setting for a story session and a transition morning stay and play session, before starting school.
- We invite all parents to an induction meeting during the term before they start school.
- Offering parents regular opportunities to discuss their child's progress in the classes before and after school sessions. Or any concerns either the teacher or parent may have
- Encouraging parents to contribute to their child's Learning Journey.
- Regular 'Stay and Play' sessions

## **The Adults in the Early Years Team**

We provide the children with a safe and secure environment. As adults in Early Years we aim to develop good relationships with all children interacting positively with them and taking time to listen. We also model and support children in forming positive relationships and friendships with one another. At our school in Nursery each child is assigned to a key person who is responsible for their child's learning journey and ensuring the class teacher is aware of what the child needs to make progress. In Reception it is the Reception teachers that act as the 'Key Person' to all the children in their class, supported by the Teaching Assistants. All members of staff have access to continued professional development to maintain and extend their specialist expertise.

## **Health and Safety**

We recognise the importance of close supervision of the children during activities undertaken in the environment, both indoors and outdoors. We invite parents and educational support assistants to help the class teacher ensure the safety of the children.

## **Review of the Policy**

At the end of each academic year, this policy will be discussed and if necessary revised in the light of any changes made locally and nationally.