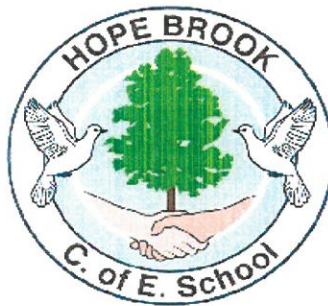


# Hope Brook Church of England Primary School



## EYFS Policy

The staff and governors are committed to the development of each child in a positive, healthy and respectful learning environment to encourage all children to achieve their fullest potential.

We want all the children and adults to achieve success through their own efforts, teamwork, self-discipline and motivation; and through links with the Church, the local community and the global community, work towards a better future for themselves and the world in which they live.

# EARLY YEARS FOUNDATION STAGE POLICY

*Every child deserves the best possible start in life and support to fulfil their 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 foundations for children to make the most of their abilities and talents as they grow up.*

*Early Years Foundation Stage Profile, Department for Children, Schools and Family 2012*

The Early Years Foundation Stage applies to children from birth to the end of the reception year. The opportunities experienced during this early part of childhood are the foundations on which children build the rest of their lives.

We aim to support all children to become independent and collaborative learners. We offer a broad and balanced curriculum which enables each child to develop personally, emotionally, spiritually, physically, creatively and intellectually to their full potential.

## **The aim of our EYFS settings:**

- To provide a safe, caring and stimulating environment where everyone feels valued.
- To provide a broad, balanced, relevant and creative curriculum which will lay the foundations for further learning.
- To develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- To promote and develop the curriculum through play opportunities.
- To facilitate opportunities which encourage children to develop their independence and become collaborative learners.
- To build on a child's enthusiasm to engage and take ownership of their learning.
- To extend a child's skills to further their learning.
- To provide an inclusive learning environment that is sensitive to the requirements of the individual child.

## **The Early Years Foundation Stage is based on four themes:**

### **• A Unique Child**

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 and 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 positive attitudes toward learning.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning. Exciting and challenging expectations are set through:

- Planning opportunities that build upon and extend all children's knowledge, experience and interests and develop their self esteem and confidence.
- Using a wide range of opportunities to motivate and support children to help them learn effectively
- Providing a wide range of opportunities to enthuse, motivate and support children and to help them learn effectively
- Offering a safe and supportive learning environment in which the contribution of all children is valued
- Monitoring children's progress and responding to individual needs

- Working closely with carers and outside agencies to ensure all children access the curriculum and make good progress

- **Positive Relationships**

Children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with children and their families. Parents /carers are a child's first and most enduring educators and we value being partners in their child's learning journey.

- **Enabling Environments**

The learning environment plays a key role in supporting and extending the children's development where children can feel confident, secure and challenged. Children have daily access to an indoor and outdoor environment. Each area is set up in discrete areas of learning with planned continuous provision. Play based learning gives children the opportunity to direct their own learning with planned opportunities provided by staff and facilitates their independence. The learning environments encourage a positive attitude to learning and reflect the interests and abilities of the children.

- **Learning and Development**

Children experience a curriculum structured by the areas of learning in the EYFS Development Matters Curriculum. The areas of learning are divided into two categories:

**The Prime Areas of Learning**

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

**The Specific Areas of Learning**

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

When children first encounter the curriculum the learning opportunities offered will focus on the Prime Areas of Learning. As children progress through the curriculum the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability.

## **Characteristics of Effective Learning**

The learning opportunities during the Early Years Foundation Stage provide opportunities for children to develop effective learning characteristics:

- **Playing and Exploring**

Children will have opportunities to investigate and experience things and 'have a go'. Through play, children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, learning 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.

- **Active Learning**

Children will have time and space to concentrate and develop their resilience. Active learning occurs when children are motivated and interested. Children need 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.

- **Creating and Thinking Critically**

We encourage and support children to have and develop their own ideas, make links between ideas and develop strategies for doing things. Adults support children's thinking and help them

make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children freely access resources and move around the classroom to extend their learning.

### **The Early Years Foundation Stage at Hope Brook C of E Primary School comprises of :**

- a pre school, Pippins, for children 2-5 years old
- a Reception class, Robins, for children 4-6 years old

The settings work closely together to develop learning environments which are appropriate to the needs of the children; each setting has its own unique learning atmosphere, embracing the Development Matters Curriculum.

<b>Pippins</b>	<b>Reception</b>
Loose three year rolling programme	Planned two year rolling programme
Learning opportunities are planned within a structure which allows flexibility to follow children's interests.	Learning opportunities are planned within a structure to build on previous opportunities and learning, to ensure a healthy progression of skills and knowledge. There are opportunities for children to take ownership in the planning of topics.
Assessment: <ul style="list-style-type: none"> <li>• Observational evidence</li> <li>• Staff knowledge</li> <li>• 2simple</li> <li>• Foundation Cohort Tracker</li> </ul>	Assessment: <ul style="list-style-type: none"> <li>• Observational evidence</li> <li>• Staff knowledge</li> <li>• Assessment tasks</li> <li>• 2simple</li> <li>• SPTO</li> </ul>
Predominately child initiated activities	The year evolves from predominately child initiated activities to predominately adult directed activities to ensure Year One Readiness.
Adult led specific activities dependent upon week's planning focus	The year evolves from mostly small group teaching activities to whole class teaching activities by the end of the year to ensure Year One Readiness.
Specific key groups to focus on areas of need	

### **Transition**

We aim to ensure a smooth transition from pre school to school to guarantee children and parents feel secure and valued throughout the process. As a child's first educators we value the support and knowledge parents offer.

To develop this smooth transition:

- Pippins and Robins staff regularly swap settings for a session, to develop their knowledge and understanding of each setting and to enable children to naturally build new and secure relationships with staff.
- Pippins children attend school Nativities, End of Year Play performances, some Class Assemblies and enjoy Come Together Afternoons with Robins children. The activities enjoyed during Come Together Afternoons vary, dependent upon the needs of the children.
- Staff from Robins join in with some Rising 5's activities.
- Pre school children are invited to join Brooklets for one afternoon a week during the term prior to starting school to familiarise themselves with their new friends and setting.
- Staff from Pippins and Robins meet regularly (weekly and termly) to discuss children's progress, SEN Support, planning, assessment, current legislation and new projects.

- Parents are invited to meet EYFS staff during the term prior to children starting school for an informal induction meeting.
- Parents are encouraged to meet Ms Rowe individually to discuss any issues they would like to discuss privately or in greater depth.
- Flexible admission arrangements which reflect an individual's needs are offered where appropriate.

Transition Meetings are held between other pre schools and Robins.

- New children starting Pippins are encouraged to Play and Stay Sessions with their parent(s) to empower them to feel relaxed and comfortable in their new learning environment.

## Partnership with Parents

Hope Brook operates an 'open door' policy towards parents and carers to ensure good communication is achieved. As a child's first educators we encourage parents to share their knowledge of their children and take an active role in continuing their understanding of their child's development. A range of activities are offered throughout the year to encourage collaboration and communication between parents, children and school. Parents and grandparents are encouraged to offer their time within the setting to support the learning environment. We currently have a number of adult helpers, who are responsible for activities, which they feel comfortable managing.

Date of policy: September 2017

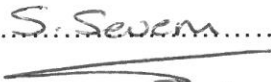
Date of review: September 2022

This policy was formulated in consultation with the Headteacher and teaching staff and all the staff at Pippins and Hope Brook C of E Primary School

This policy was accepted by the Governing Body at their meeting on Wednesday 27<sup>th</sup> September 2017, and will be reviewed in 5 years.

Signed  .....

Chair of Governors

Signed  .....

Headteacher

# Addendum



## **Play in the Early Years Foundation Stage**

### **Aims**

- To facilitate quality play in a stimulating environment.
- To offer sustained periods of play
- To promote the importance of play as an ideal learning environment

### **Introduction**

The impulse to play is innate. Play is a biological, psychological and social necessity and is fundamental to the healthy development and well being of children.

The Early Years Foundation Stage is a unique and holistic learning experience; it develops the positive attitudes and learning behaviours from which all future learning will grow. Central to this is the emphasis that play is a significant facilitator of holistic learning.

Indoor and outdoor free flow play extends children's learning environment and language opportunities. It offers them freedom to develop:

- |                 |              |                  |
|-----------------|--------------|------------------|
| • imaginatively | • physically | • intellectually |
| • emotionally   | • socially   | • creatively     |

Play allows children to:

- control their own learning
- investigate
- experiment
- solve problems
- develop, consolidate and apply new skills and ideas in different situations
- explore and make sense of the world around them
- develop their ability to manage their emotions
- work through experiences (changes, relationships, fears)
- learn about making choices and decisions
- develop their personal qualities and attitudes
- develop communication and interaction skills
- form relationships
- take risks without fear of *perceived* failure
- be physical and energetic as a natural experience
- develop their imagination
- think creatively in a variety of situations
- develop eye hand co ordination

### **The Role of Adults in Early Years Play**

Understanding the dynamics in play is important when reflecting upon an adult's role in play. Adults can enhance the play environment by participating, initiating and intervening.

When playing children behave in different ways; sometimes the play will be boisterous and vocal, sometimes it will be quiet and reflective. If the potential of play is to be realised adult participation, intervention and initiation must be sensitive and informed to ensure the 'adult' adds value to the environment.

Play offers valuable insights into a child's development. Careful observation of play facilitates assessment and planning for progression and continuity.

Further Reading:

<https://www.gov.uk/early-years-foundation-stage>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<http://www.hopebrook.co.uk/>