

Appleton Wiske Community Primary School
EYFS 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 foundation for children to make the most of their abilities and talents as they grow up.

The EYFS is based upon four principles:

- **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 and develop a positive attitude to learning.

- **Positive relationships**

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

- **Enabling environments**

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

- **Learning and development**

The Early Years environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently. Early childhood is the foundation on which children build the rest of their lives.

At Appleton Wiske Community Primary School we value the importance that the EYFS plays in laying secure foundations for future learning and development and that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic wellbeing. The overarching aim of the EYFS is to help young children achieve these five outcomes. We will provide a deep and rich curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Appleton Wiske Community Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a deep, rich, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive.

Learning and Development

Learning and development is categorised into three prime areas of learning:

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

Additionally, there are four specific areas of learning:

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

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- Creating and thinking critically
- Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All members of staff who work in the Foundation Stage are involved in this process. The planning within the EYFS is based around the children's interests and school themes. These plans are used by the EYFS team as a guide for weekly planning and may be altered in response to the needs of the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations (through the use of 2Build a Profile) and this involves the teacher and other adults as appropriate. These observations are used to inform future planning. At Appleton Wiske Community Primary School, children experience effective learning opportunities through both child-initiated and adult-led play activities.

Inclusion and Equal Opportunities

Children with SEND will be supported as appropriate to enable them to access the curriculum fully. Individual Provision Maps identify targets in specific areas of learning for those children who require additional support. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary. We will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All members of staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Intimate Care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing; wiping after using the toilet and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

The Induction Process

During the Summer Term, prior to starting school the following September, children visit school for morning sessions and lunches in order to familiarise themselves with both the staff and the foundation stage environment. Throughout the year, teachers visit the preschool setting in Appleton Wiske as part of the transition process. Preschool and school also experience additional activity sessions together. A meeting for the parents/carers of new starters takes place in the summer term.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents/carers to work closely together. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We develop this working relationship between home and school as follows:

- We will hold parent consultations three times a year along with written reports, the first one to establish how a child is settling into the school environment. The summer term report includes formal end of year results.
- We share 'learning journeys' where a child's learning experiences are recorded.
- We operate an open door policy that will allow parents and carers to discuss concerns and developments in an informal manner. If staff have concerns about the progress of a child, they will approach parents/carers to discuss them.
- We conduct information sessions for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.

Revised: February 2019

Review date: February 2022

