

Bromesberrow St Mary's C of E
(VA) Primary School

EYFS Policy
September 2016

Headteacher

Governor

Our Vision



'REACHING FOR THE STARS'

Bromesberrow St Mary's Church of England (VA) Primary School is committed to deliver the highest standards in teaching and learning, in the pursuit of excellence in all and for all. We are dedicated to the fulfilment of each individual's potential and will strive to enable all children to grow intellectually, spiritually and morally, into successful and resourceful human beings, with the skills and resilience to adapt to an ever-changing world. Nurturing the personal needs, alongside the academic, ensures that our children continue to progress so well at Bromesberrow. Christian Values and strong community links are embedded throughout our school, creating a friendly and happy environment, with an open and engaging approach.

Our Aims

- To inspire and nurture a 'love for learning'
- To promote independent and flexible thinking, so that our children are responsive to a constantly changing world
- To provide a curriculum that educates, motivates and inspires.
- For children to value themselves, others and their community

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.' EYFS

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

Principles into practice

As part of our practice we:

- * Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- * Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- * Work in partnership with parents and within the wider context
- * Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- * Provide opportunities for child initiated and adult led learning.
- * We adopt a key person approach, however all staff, in our small setting, develop strong relationships with all children.
- * Provide a secure and safe learning environment indoors and out

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All our planning is 'Objective Led' and daily/weekly planning sheets are reflective, working documents that are adjusted to fit the individual child's needs; this is a continual process of reflection and amendment.

All the seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime areas**:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

We recognise that children develop at different stages and when planning activities for them, think carefully about 'where they are at' developmentally, using the **Characteristics of Effective Learning** to challenge and engage at the appropriate level.

Practitioners working with the youngest children in the EYs will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in an online learning system called Tapestry, which supports specific observations linked to assessment. Everyone is encouraged to contribute to this (including parents and external professionals) and discussions take place as needed. Parents have their own personal login to access Tapestry to contribute and share in successes. In the Autumn and Summer term, parents are invited to attend a parent's evening and reports are written once a year.

Welfare and Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. Our setting Designated

Safeguarding Lead is Miss Thornley and deputy DSL, Mrs Carpenter. All staff are subject to a DBS check and have received specific training on recognising signs of abuse.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. We have a concise EY's Handbook that contains key information for parents, staff, visitors and other professionals regarding this.

Please see our separate policies and procedures on:

- Health and Safety,
- Safeguarding
- Healthy Schools/Eating
- SEND
- Intimate Care
- E-safety

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality and SEN.

Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways, for example, contributing to Tapestry, communication with staff and engaging in the wider environment and events.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. The Early Year's staff will provide home visits and offer 'stay and play' sessions to help children to settle. We have a Bromesberrow playgroup on site for children to experience prior to joining our setting.