



Early Years Policy

Date created: 8<sup>th</sup> May 2018

Date ratified: 7<sup>th</sup> June 2018

Signed:



Chair of Governors

Signed:



Headteacher

Date reviewed:

Name of reviewer:

## Statement of intent

At St Giles', we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life, in which they can develop a love of learning.

"The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported."<sup>1</sup>

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<sup>1</sup> DfE (2017) 'Statutory framework for the early years foundation stage' p.5

## 1. Aims

- 1.1 Through the implementation of this policy, St Giles' aims to:
  - Give each child a happy and positive start to their school life.
  - Enable each child to develop socially, emotionally, physically, intellectually and creatively.
  - Encourage children to develop independence within a secure and friendly atmosphere.
  - Support children in building relationships through the development of social skills such as cooperation and sharing.
  - Work alongside parents to meet each child's individual needs to ensure they reach their full potential.
- 1.2 St. Giles' adheres to the four guiding principles which shape practice in EYFS 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 the school and parents.
  - Children develop and learn in different ways and at different rates
- 1.3 To put these principles into practice the school:
  - Provides a balanced curriculum which takes children's different stages of development into account.
  - Promotes equality of opportunity and anti-discriminatory practice.
  - Works in partnership with parents.
  - Plans motivating and challenging learning experiences, based on individual needs, which are informed by observation and assessment.
  - Provides a safe and secure learning environment

## 2. Learning and development

- 2.1 St Giles' offers an EYFS curriculum based on an observation of children's needs, interests and stages of development.
- 2.2 In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.
- 2.3 There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections - prime and specific:

- 2.4 The 'prime' areas of learning and development are:
- Communication and language:
    - Listening and attention, Understanding, Speaking
  - Physical development:
    - Moving and handling, Health and self-care
  - Personal, social and emotional development:
    - Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships
- 2.5 The 'specific' areas of learning and development are:
- Literacy:
    - Reading, Writing
  - Mathematics:
    - Numbers, Space, shape and measure
  - Understanding the world:
    - People and communities, The world, Technology
  - Expressive arts and design:
    - Exploring and using media and materials, Being imaginative
- 2.6 Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.
- 2.7 The class teacher will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents and a strategy of support will be agreed upon.
- 2.8 The school takes reasonable steps to provide opportunities for children with English as an additional language (EAL) to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English.
- 2.9 Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.
- 2.10 The importance of 'play' for early development is recognised, and the school ensures daily opportunities are provided for the children to further their learning in this way.
- 2.11 The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 2.12 Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:
- **Playing and exploring** - children investigate and experience things.
  - **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **3. The learning environment and outdoor spaces**

- 3.1 The Reception classrooms are organised in such a way that children can explore and learn in a safe environment
- 3.2 Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

### **4. Assessment**

- 4.1 Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.
- 4.2 Parents will be kept up-to-date with their child's progress and development, and the class teacher will address any learning and development need in partnership with parents.
- 4.3 St Giles' implements formative assessments to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.
- 4.4 Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.
- 4.5 A significant aspect of the EYFS practice is that children become aware of their own learning and are able to take charge of it, thus self-assessment and reflection is an important aspect of our practice.

### **5. Safeguarding and welfare**

- 5.1 St Giles' takes all necessary steps to keep the children in our care safe and well.
- 5.2 Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

### **6. Staffing**

- 6.1 All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness

6.2 St Giles' provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory Framework for the Early Years Foundation Stage'.

## **7. Parental involvement**

7.1 At St Giles' we firmly believe that the EYFS cannot function without the enduring support of parents.

7.2 Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

7.3 Parents are encouraged to continue their children's learning experiences at home and share their children's successes and achievements with their class teachers.

## **8. Monitoring and Review**

8.1 This policy is reviewed by the governing body and the headteacher.

8.2 Any changes made to this policy will be communicated to all members of staff.

8.3 All members of staff directly involved with the EYFS are required to familiarise themselves with all process and procedures outlined in this policy as part of their induction.