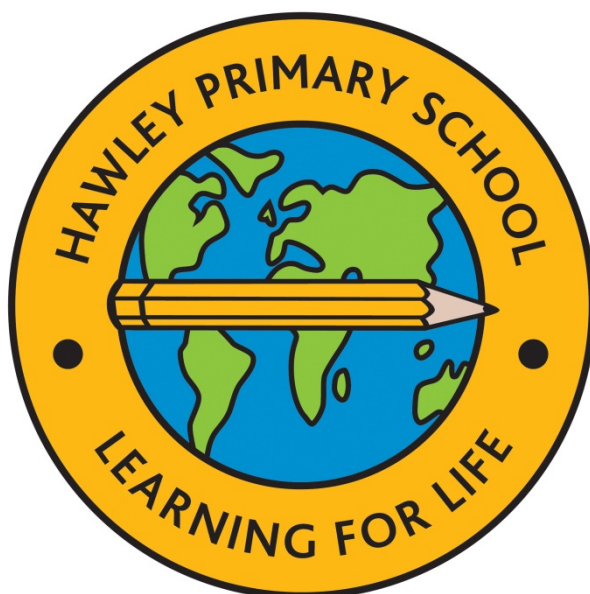


HAWLEY PRIMARY SCHOOL



EARLY YEARS AND FOUNDATION STAGE POLICY

AGREED BY GOVERNORS: Autumn 2021

LATEST REVIEW: Autumn 2021

NEXT REVIEW: Autumn 2024

HAWLEY PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Hawley Primary School, children are admitted to reception in the September following their fourth birthday. We offer a phased induction process which is tailored to the needs of each individual child. Through consultations with parents and discussions with pre- schools, decisions are made as to whether a child starts school part time or full time.

Early childhood is the foundation on which children build the rest of their lives. At Hawley Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. Therefore we aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Hawley Primary School we believe young children learn best through play. Play is fundamental in children's development, building their confidence as they learn to explore, think about problems and relate to others. Imaginative and spontaneous play, supported by high quality interactions with adults, helps children to understand experiences, situations, themselves and other people. The EYFS classrooms and outdoor spaces provide materials, time and space for children to play with a purpose.

HAWLEY PRIMARY SCHOOL VISION STATEMENT

This statement sets out what we want for all the children attending Hawley Primary School.



Happy and healthy children in a happy and healthy school.



Aiming high to achieve our potential.



Working together to build a strong community.



Learning to question, enquire and explore the world.



Encouraging respect and tolerance, welcoming diversity.



Our pathway to the future – 'learning for life'.

THE PRINCIPLES OF EYFS

The EYFS consists of four guiding principles that shape the practice in our early years setting:-

- *A Unique Child*
- *Positive Relationships*
- *Enabling Environments*
- *Learning and Development*

The Unique Child

At Hawley Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop at varying rates and in different ways. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, alongside celebration and rewards to encourage children to develop a positive attitude to learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most children achieve a 'Good Level of Development' by the end of the stage. We value the diversity of individuals within the school and believe that every child matters. Therefore, we plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds and from different ethnic groups. Our educational programme gives 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 and interests when we are planning for their learning.

Through play the children explore and develop learning experiences which help them make sense of the world. The children have the opportunity to think creatively alongside other children as well as on their own. The children are involved in both group and individual play, some initiated by adults, some by children. They learn through being active learners working with a wide range of resources.

We aim to provide a curriculum which educates children on the boundaries, rules and limits and helps them understand what helps to keep them safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We meet the needs of our children by:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and help them to learn effectively.

- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

Positive Relationships

At Hawley Primary School we recognise that children learn to be strong, confident and independent individuals from being in secure relationships. We strive to create and maintain caring, respectful and professional relationships with children and their families. We recognise that together, we can have a significant impact on a child's learning and believe that all parents have an important role to play in the education of their child.

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- ensuring that transition is carefully planned for and time given to ensure continuity of learning.
- talking to parents about their child before their child starts in our school. We participate in Home Visits.
- visits to the class for an afternoon session and a morning session in the summer term prior to starting school.
- inviting parents and children to a Teddy Bear's Picnic before they start school
- visiting the children in the main Pre School or Nursery settings. Where a child attends a different Pre School setting we aim to share continuity and coherence by sharing pertinent information.
- inviting all parents to an Information Evening during the term before their child starts school.
- inviting the parents to attend curriculum workshops during the first two terms of school, whereby we invite parents into the classroom so children can share their learning experiences.
- inviting parents to a tea and tissue sessions after dropping their child off on their very first day at school.
- encouraging parents to talk to the child's teacher if there are any concerns
- inviting parents to a range of events and activities throughout the year to encourage interaction between child, school and parents.
- offering parents regular opportunities to discuss their child's progress. There is an formal meeting for parents in the Autumn Term and formal meetings in the Spring Term at which the teacher and parent discuss the child's progress Parents receive a report on their child's attainment at the end of the Foundation Stage.
- the issue of monthly School Newsletters (either via Parent mail or paper copy) to inform parents of whole school issues.

- tapestry is an online programme which allows parents the opportunity to view their child's progress throughout the EYFS. This record is updated regularly with photographs, videos, work and comments from staff.

All staff within the EYFS aim to develop good relationships with the children through positive interaction and by taking time to listen to them. Each child has a designated Key Person and we like to feel that any member of the EYFS is approachable.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning. Through adult engagement and interaction we assess the children's interests, stages of development and learning needs and use these observations to plan challenging activities and experiences to extend each child's learning.

The Learning Environment.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors that encourages a positive attitude to learning. Each classroom is organised to enable the children to find and make use of resources independently. We have access to the outside area and learning opportunities are planned to complement and support the learning which takes place within the inside classroom. . We use materials and equipment that reflect both the community that the children come from and the wider world. Throughout the year, we encourage children to develop and enhance their own learning environment and to make their own selection of the activities on offer, as we believe that this encourages independent learning.

Observation, Assessment and Planning.

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We believe that assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment forms an integral part of our learning and development process. This involves practitioners knowing children's interests and learning needs in order to shape the teaching and learning experiences for each individual child. At Hawley Primary school we believe that the interaction between practitioners and children are fundamental in a child's development. Therefore, our assessment as to whether an individual child is at the expected level of development is made through practitioners drawing on their knowledge and expert professional judgement and does not require proof through a collection of physical evidence. Parents are kept informed of their child's progress and development through the use of Tapestry and during parents evening in the autumn and spring term. This provides opportunities for sharing achievements and to address any learning and development needs in partnership with parents and any relevant professionals.

LEARNING AND DEVELOPMENT

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. The ways in which the child engages with other people and their environment underpins learning and development across all areas. We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

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.

AREAS OF LEARNING

All the seven areas of learning and development are important and inter-connected.

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**

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. We recognise that children learn and develop in different ways and at different rates and that they have their own preferred learning styles. We value all seven areas of learning equally. None of them can be delivered in isolation. They are very often linked and dependent upon each other.

The features of good practice in EYFS relate to:

- the partnership between teachers and parents, so that our children feels secure at school and develop a sense of well-being and achievement.
- the understanding that teachers have of how children develop and learn, and how this affects their learning.
- the ranges of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- the carefully planned curriculum and educational programmes that help children work towards the Early Learning Goals throughout the EYFS.
- the provision for children to take part in activities that build upon and extend their interests and develop their intellectual, physical, social and emotional abilities
- the encouragement for children to communicate and talk about their learning, and to develop independence.
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- the identification of the progress and future learning needs of children through observations.
- the good relationships between our school and the settings that our children experience prior to joining school.
- the regular monitoring to evaluate our planning and improve what we do.
- the regular identification of training needs of all the adults working within EYFS.

The children are given the opportunity to be creative through all areas of learning. The adults support the children's thinking and help them to make connections by high quality interaction, offering encouragement, clarification of ideas and by asking open ended questions. Resources are available to be accessed independently and the children move around the activities to extend their learning.

SAFEGUARDING AND 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.'

(Statutory Framework for EYFS 2021)

At Hawley Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. Through this we aim to:

- provide a setting that is welcoming, safe and stimulating where children can grow in confidence
- promote good health, with a particular focus on oral hygiene
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so

- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Children Safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

EQUAL OPPORTUNITIES

We ensure that all our children have the opportunity to gain knowledge and understanding in every aspect of their learning in school regardless of gender, race, physical or intellectual ability.

MONITORING AND REVIEW

This policy is reviewed every 3 years by the Headteacher, Senior Leaders and the Governors in consultation with the teaching and support staff.

The policy is a working document and open to change and restructuring as and when the need arises.