

Early Years Foundation Stage Policy



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Effective from 1st September 2019

Within this document, the term Early Years Foundation Stage is used to describe children within the Primary 1 class who are below 5 years of age.

Aim

At SSSC we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. We appreciate that a child's experiences between birth and age five have a major impact on their future life chances.'

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

- Every child is unique, 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 /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 practical activities and play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention and additional support for a range of learning needs
- 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 children to engage in activities that are both adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual 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 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.

As a team, we write plans which reflect EYFS goals and, for the older Primary 1 students, National Curriculum objectives. Subject teaching and Topic work offers experiences in all seven areas of learning. These plans are reviewed by the SLT. Please see our plans for more details. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Children work 1 to 1 and in small groups as they progress through the EYFS, with times for a daily phonics session, teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a practical and play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

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 learn both inside and out of the classroom.

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 a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated and shared with parents. In the Autumn and Summer term, parents are invited to attend a parents evening and reports are written twice a year.

Within the final term, we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the teacher in preparation for their transition into Year 1.

Where relevant, some of the older children in Key Stage 1 and 2 are also assessed against the Early Learning Goals as a way of informing pupil progress where their development in a particular area is well below national expectations.

Children across the Early Years Foundation Stage, as well as Key Stages 1 and 2 are also assessed on a termly basis on their Life Skills development. This covers the areas of Time management, money, interpersonal skills, relationships, home management, travel, shopping, hobbies and personal skills. These areas are very much interlinked with the EYFS framework.

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 policies, procedures and documents in place to ensure children's safety.

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.

Inclusion

We value all our children as individuals at SSSC, 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 each child reaches their potential. We strongly believe that early identification of our students needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies.

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.

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.