



Beaufort and Langley Schools Early Years Policy



Introduction

“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.”

- “Early Years Foundation Stage Profile”

Department for Children, Schools and Families 2012

The EYFS is based upon four principles:

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

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 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. Learning areas are available, where children are able to find and locate equipment and resources independently.

Our Early Years ranges from Nursery to Year 2, and is dependent on pupils’ individual needs. All children begin school with a wide variety of experiences and learning and it is the role 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

- 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. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.
- We will value each child's experiences and contributions, assessing their individual needs and helping each child to progress.
- We will enable choice and decision making, fostering independence and self-confidence.
- We will work in partnership with parents and guardians and value their contributions.

There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and interconnected. There are three prime areas which are particularly crucial for igniting children's curiosity and for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

We deliver learning for all of the areas through purposeful play and learning experiences with a balance of adult led and child initiated activities.

Practitioners plan and deliver with careful consideration of the characteristics of effective teaching and learning, i.e:

- **Playing and exploring –**

children investigate and experience things and ‘have a go’.

- **Active learning –**

children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

- **Creating and thinking critically –**

children have and develop their own ideas, make links between ideas and develop strategies for doing things.

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. Planning reflects the EYFS principles 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 staff who work in the Foundation Stage are involved in this process.

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 ongoing, organic observations which are then recorded in the pupil’s Learning Journals. At Langley the progress for Nursery and Reception pupils is recorded on The Early Excellence Assessment Tracker and for Years 1 and 2, on Onwards and Upwards. At Beaufort progress for all pupils in Early Years is recorded on SOLAR.

The parents/carers are given the opportunity to meet with the Foundation Stage Team each term and at the end of the year we provide a written report summarising the children’s achievement and progress across the seven areas of learning.

Parents as Partners

We recognise that parents and carers are a child’s first and most enduring educators and we value the contribution they make.

We do this through:

- Talking to parents about their child before their child starts at school
- The children have the opportunity to spend time within the learning environment before starting school, during transition days
- Offering parents regular opportunities to talk about their child’s progress through open days, review meetings, parents evenings

- Encourage collaboration between child, school and parents by inviting parents to special assemblies, sports days, coffee mornings and other special events.
- Operating an open door policy for parents with concerns or queries

Key Person

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Throughout our Early Years, all children are allocated a key person.

The 2017 Early Years Foundation Stage (EYFS) framework, says that each child must be assigned a key person. It also states that the key person must:

- Help ensure that every child's learning and care is tailored to meet his/her individual needs
- Seek to engage and support parents and/or carers in guiding their child's development at home
- Help families to engage with more specialist support, if appropriate

Equal Opportunities

In line with the school's Inclusion Policy, 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 staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Safeguarding in the Early Years

We follow whole school safeguarding policies and procedures. All staff attend at least annual safeguarding training and receive regular updates throughout the year.

In addition, all staff understand their responsibility regarding children's safety and wellbeing as outlined in 'Keeping Children Safe in Education'. EYFS practice and provision adheres to and is regularly reviewed in line with the welfare requirements for Early Years.

We have rigorous procedures in place for keeping children safe including arrangements for keeping children secure, regular safety checks on indoor and outdoor resources and equipment, and a number of trained paediatric first aiders within the Early Years department.

Sarah Shaw and Anna Ryman

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