

# ROBERT MELLORS PRIMARY AND NURSERY SCHOOL



## Early Years Foundation Stage Policy

### Aims

We aim to provide a broad, balanced and rich education. We believe that young children learn best through first hand experiences that are planned from their interests. We aim to provide equality for all (see Equality Policy).

We aim for children to be:

- Secure, confident learners with autonomy over their own learning and learning environment
- Competent and creative, with curiosity about the world
- Skilful communicators
- Highly motivated to learn and to display high levels of wellbeing and involvement

### Teaching and Learning

Children learn best when they are highly involved in experiences (Laevers, 2005). Our approach reflects this, with a flexible approach to planning. Children are observed so that experiences can be planned that reflect what they are interested in. A balance of child led and adult led experiences is underpinned by focus learning sessions (EPPE, 2003). Learning through play is supported by experienced adults, who extend children's play by direct teaching moments (Teaching and play in the early years: a balancing act, OFSTED 2015).

### Planning

As stated in the Statutory Framework for the EYFS, planning will be a progression towards the Early Learning Goals and where children exceed these, the Year 1 programme of study. Weekly planning will reflect children's interests and will also be adapted 'in the moment'. Planning will reflect individual children's unique development and interests. Phonics will follow the Letters and Sounds programme.

*The Statutory framework for Early Years Foundation Stage sets the standards for learning development.*

The four guiding principles are:

- 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. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

The areas of learning and development are divided into prime areas and specific areas. These are:

Prime areas:

- Personal , social and emotional development
- Communication and Language
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

### **Learning Environment**

The learning environment is highly organised to promote independent learning. The structure of the day ensures children have long periods of time to investigate, explore and become highly involved in their learning. The outdoor learning area is open for the majority of the day, with easy access to the area. Neutral colours and organised displays ensure that children are not over stimulated. A calm and purposeful environment enables the children to communicate at a high level. Smaller, secluded areas are provided to support emotional security and high levels of involvement.

### **Partnership with Parents**

We view parents and carers as children's first educators and this is reflected in our settling routines, which allow time to talk to parents about their children and development. We hold weekly stay and play sessions as well as many special events, which parents are invited in to celebrate with us. We hold parents evenings termly and will also have regular informal discussions with parents about their child's learning. We have excellent links with a range of other agencies to support children and families.

### **Assessment**

Children are assessed on entry to F1 and F2. Observations and discussions with parents are the starting point for teacher led assessments. In F2 children are assessed using a national baseline assessment that is also made through observational assessment. Teacher's knowledge of the children is an important part of the assessment process. Children are assessed regularly to support teachers in planning next steps in learning. Records are kept in individual and unique learning journeys for each child. These learning journeys will form the basis for a discussion around each child's learning during parents meetings. At the end of F2 children are assessed against the Early Learning Goals.

This policy is supported by the Equalities Policy.

This policy has been approved by Governors May 2016 and is to be reviewed May 2019.

Juliet Clark, April 2016

To be reviewed in April 2019