



## ***The Grange Primary School EYFS Policy***

***“Every child deserves the best possible start in life and support to their full 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. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”***

The Early Years Foundation Stage applies to children from birth to the end of their time in Foundation Stage 2 (Reception). In our school we offer a Morning Foundation Stage 1 setting (Nursery) and a 60 place Foundation Stage 2 setting.

**The Early Years Foundation Stage is based upon four themes:**

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

### **A Unique Child**

At the Grange 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 in individual ways, 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 children to develop a positive attitude to learning.

#### ***Inclusion***

We value the diversity of individuals within the school. All children at The Grange Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning 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, children of different ethnic groups and those from diverse linguistic backgrounds.

### ***Welfare***

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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

***“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.”***

At The Grange Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

At the Grange Primary School we:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose, Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

## **Positive Relationships**

At The Grange Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### ***Parents as Partners***

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

- **Talking to parents about their child before their child starts in our school, workshops and home visits.**

**-Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.**

**- Operating an open door policy for parents with any queries.**

**-Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents. Observations are made through "Tapestry". Parents are able to access next steps and observations.**

**- Offering three parent/teacher consultation days per year.**

**-Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.**

**-Developing a range of activities throughout the year that encourage collaboration between child, school and parents; reading workshops, stay and play sessions, play workshops and open days.**

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. We have very strong links with various feeder Pre-schools and Childminders. The Foundation Stage staff meet with providers to discuss each individual child and their transition process into school.

## **Enabling Environment**

### ***Observation, Assessment and Planning***

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. The staff use key themes, the seasons, key events and the children's interests to draw up medium term plans. In addition to this the children lead the short term activity planning on a day to day basis. This fostering of the children's interests develops a high level of motivation for the children's learning. The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the Early Learning Goals.

### ***The Learning Environment***

Both the learning environment in the Foundation 1 and 2 are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

### ***Project based learning***

We teach much of the curriculum in Foundation Stage 2 through Project Based Learning. In project based learning, children go through an extended process of inquiry in response to a complex question, problem, or challenge.

### ***Rainbow Challenge-Individual target setting***

In Foundation Stage 2 we have seven different coloured rainbows which represent the 7 areas of the EYFS. One display shows all of the rainbows with the challenges written underneath and corresponding rainbows are in the learning environment. When a child completes a challenge and an adult has confirmed this, they receive a coloured bead that matches the rainbow. This goes on their bead string. On Friday the children collect their bead strings and reflect on how many they have. The teacher can then see which areas the children are visiting and if they independently accessing the curriculum. If all 7 beads have been achieved, the children receive a small prize. New challenges are set up every week and are introduced on a Monday morning. In Foundation Stage 1 we have five different coloured rainbows which represent the three Prime areas of the EYFS plus Literacy and Mathematics. With adult guidance the children have the opportunity to complete one challenge per week which enables them to earn a bead. At the end of the fifth week the children collect their bead strings and reflect on how many they have. If all 5 beads have been achieved, the children receive a small prize.

## **Learning and Development**

There are seven areas of learning and development that must shape educational provision in early year's settings.

All 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.

### **Prime Areas:**

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

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

### **Specific Areas:**

- Literacy
- Mathematics

- Knowledge of 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.

**“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level.”**

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

## Communication

At the Grange Primary school we understand the importance of effective communication and we achieve this through offering a variety of experiences, which include:

-Tapestry, an online learning journey.

-Parent noticeboard

-Newsletters

-Visual timetable

-Workshops for parents

-Parent meetings

-School website

Good communication between the school and the home is essential, and children achieve more when schools and parents work together. Parents can naturally help more if they know what the school is trying to achieve. In our school we aim to have clear and effective communication with all parents and with the wider community. Effective communication enables us to share our aims and values through keeping parents well informed about school life. This reinforces the important role that parents play in supporting the school.

All children have a personal on-line Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage. This builds up a record of the child’s experiences during their time with us. This system allows us to work with parents and carers to share information and record the children’s play and learning in and outside of the setting.

The school encourages parents to share any issues about their child at the earliest opportunity. Teachers arrange to see parents as soon as possible. Many parents have the opportunity to have a

brief word with the teacher when they collect them after school or before school from 8.40am onwards.

Parents are invited to meet their child's teacher twice during the year for a private consultation during the school day with an option to meet for a third time following the end of year report. Parents of SEND children will meet with their class teacher three times a year, in addition to parent days. This gives them the opportunity to celebrate their child's successes, and to support their child in areas where there is a particular need for improvement. We encourage parents to contact the school if any issues arise regarding their child's progress or well-being.

### **Communication with other services**

We recognise that children have diverse needs, and we are supported by various agencies and groups of professionals who keep us informed on better ways to meet these needs, so that children may participate more. Support comes from medical services (such as speech and language therapy, occupational therapy and physiotherapy), from Educational Psychologists, from health professionals and specialists. It also comes from various welfare-focused services, such as Educational Welfare, Social Services and Child Protection Units.