



Oxford Gardens Primary School

Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”
(Statutory Framework for the Early Years Foundation Stage)

Our Aim

At Oxford Gardens our aim is to provide a secure environment, with consistent routine, where our children can feel safe and explore rich and diverse learning and developmental opportunities. In partnership with our families, we aim to build on previous learning and respond to children’s individual needs. We provide a sound basis for lifelong learning, enabling the children to begin the process of becoming independent, confident, active learners for life. We aim to provide teaching and learning experiences, indoors and outdoors, of the highest quality to help our children progress.

The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children can join the Foundation Stage from three years of age, starting in Nursery and moving to Reception for the academic year of their fifth birthday.

At Oxford Gardens we are fully committed to following the Early Years Foundation Stage Framework; supporting our children to learn and develop in the seven inter-connecting areas of learning:

Prime areas:

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

Specific areas:

- Numeracy
- Literacy
- Understanding of the World
- Expressive Arts and Design

All the areas of learning are delivered through a balance of adult led and child initiated active play based experiences, with creative activities and challenges which take place both indoors and outdoors. Our Foundation Stage team are very skilled in using these experiences to support and extend the children’s learning through observation, questioning and interaction; developing the children’s thinking skills and embedding a real enjoyment of learning.

In each of these seven areas there are Early Learning Goals (ELG's) that define the expectations for most children to reach, and in some cases exceed, by the end of the EYFS.

The Four Principles of the EYFS

The EYFS is based upon four principles:

A Unique Child: *Every child is a competent learner from birth 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, encouragement and sharing of learning to celebrate children's individual achievements in every area of learning.

We value the diversity of individuals within the school and celebrate differences. All children at our school are treated fairly regardless of race, religion or ability. All children and their families are valued within the school. In our school we believe that all 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 experience when planning for their learning.

In the EYFS 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.

We meet the needs of all our children through:

- 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 to 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;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children (see whole school policy for Supporting the Children's Emotional Health and Well Being).

Positive Relationships: *Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.*

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents and carers are our children's first and most enduring educators and we highly value the contribution that parents and carers make. We encourage our parents and carers to be involved in their child's learning journey through:

- Talking to parents and carers about their child before their child starts in our Nursery
- Doing home visits before a child starts school
- Holding welcome meetings to share information when the children begin Nursery and Reception
- Giving our children the opportunity to spend time with their teacher and meet their new friends prior to starting school
- Offering parents regular opportunities, through Parents' Evenings and Learning Celebrations, to talk to us about their child's progress, observe and interact with their child in class and look at their child's 'Learning Journey'
- Encouraging parents to talk to their child's teachers about any concerns they may have
- Actively encouraging parents to contribute to their child's 'Learning Journey'
- Arranging parent/teacher meetings if needed
- Inviting parents and carers to come and join in with events such as Mother's Day afternoon tea, International Food Day etc

All staff involved with the EYFS aim to develop good relationships with all our children, interacting positively with them and taking time to listen to them. At our school the class teacher acts as a 'Key Person' to all of the children in their class, supported by a Nursery Officer/s with the addition of a Learning Support Assistant (LSA) in Nursery.

Enabling Environments: *The environment plays a key role in supporting and extending children's development and learning.*

At Oxford Gardens Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

We take pride in maintaining a very well-resourced environment, which is well organised and visually appealing.

The seven areas of learning are planned for daily in both the Reception and Nursery classes and the outside area. The curriculum is implemented through providing opportunities, inside and outside, for the children to initiate and determine their own learning, along with whole class teaching and small group directed activities (adult led and independent); determined by the children's interests, needs and feelings.

Children in the EYFS are assessed on an on-going basis through observation, 1:1 interaction, small group directed activities and whole class teaching. Parents are strongly encouraged to contribute to these assessments. Baseline assessments of the children take place during the first half of the autumn term, these are used to inform planning and the organisation of interventions

and activities designed to support the children's individual needs. Each child will have a Development Matters Profile in which their progress will be recorded. Their attainment will be entered onto the School Information Management System (SIMs) half-termly. Summative assessments will be made in some areas of learning e.g. maths and literacy on a termly basis. Moderation of observations and teachers judgements will take place internally along with externally between local schools.

The EYFS learning environment 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. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently. We have our own outdoor area and access to the nature garden. This 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. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

Learning and Development: *Children develop and learn in different ways and at different rates; all areas of learning and development are equally important and inter-connected.*

At Oxford Gardens Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected. We embrace a shared vision and values across the School (please refer to 'Our Learning Culture') to enable all children to become successful, independent, confident and responsible learners. In the Foundation Stage we believe that:

- To become Successful Learners, children should:
 - Engage in child led learning & choose activities they would like to pursue
 - Demonstrate a sense of pride in their achievements
 - Feel interested, motivated and excited to learn
 - Enjoy learning
 - Value learning as a journey (reflecting on the process)
- To become Independent Learners, children should:
 - Be able to access resources and activities independently
 - Feel confident to link up with others for support
 - Have the ability to concentrate and extend their own ideas / learning
- To become Confident Learners, children should:
 - Explore learning using all their senses
 - Be willing to take risks
 - Feel safe and secure in their environment
 - Feel happy, safe and have a positive self-image
 - Recognise when they need to ask for help
- To become Responsible Learners, children should:
 - Take responsibility for their own belongings & class equipment
 - Understand the difference between right and wrong and take responsibility for their behaviour and actions
 - Understand that they are part of our school community
- Features of effective teaching and learning in our school that relate to the EYFS include:
 - the partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement

- the understanding that staff have of how children develop and learn, and how this affects their teaching
- the range 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
- a carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- identification of the progress and future learning needs of children through observations, which are shared with parents

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. At Oxford Gardens 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 2014. We understand that we are required to:

- Create high quality settings which are welcoming, safe and stimulating
- Promote the safe guarding and 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.

This policy is reviewed annually by the Foundation Stage Learning Leader

Last review: January 2018

Reviewed by: Ruth Gandhi

Next review date: January 2019