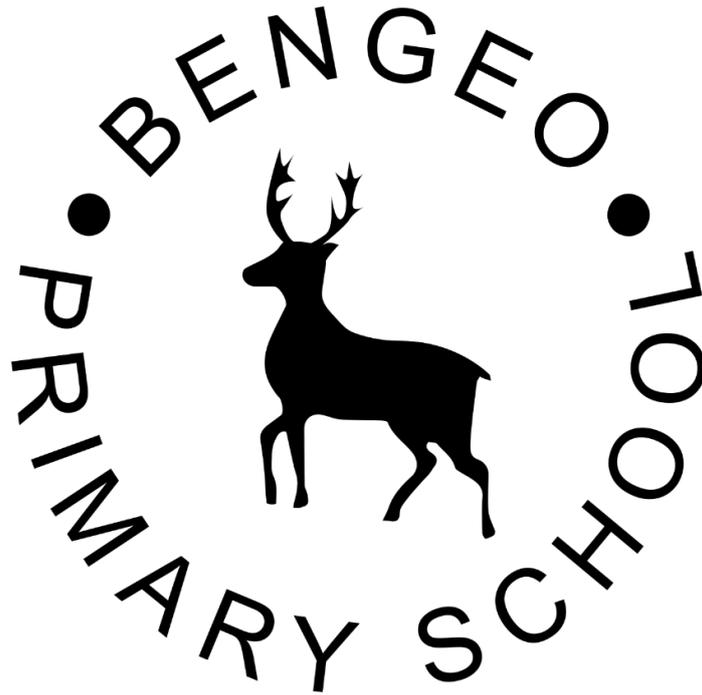


BENGEO PRIMARY SCHOOL



EYFS policy

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Introduction

In the Early Years Foundation Stage (EYFS) at Bengo Primary School we believe in a child-centered education where pupils learn through direct experience and practical exploration. We encourage each child to achieve their full potential at their own pace and through their own interests.

Play is the natural way for children to gain such experiences and to explore their world. We aim to structure play activities in an interesting and stimulating way to promote learning and extend the knowledge, skills and positive attitudes the children have acquired. Sensitive interaction with adults and well-planned adult led activities promotes this learning.

Our children come to school with different experiences and backgrounds be it family, ethnic, linguistic or cultural all of which we recognise, respect and value. We focus on the similarities while celebrating the differences as a source of enrichment to all of our lives. In the Early Years, we believe that all children learn together recognising each other as individual young people. Our aim is for the children to learn in a meaningful way and to achieve success.

Aims

- To make the child's experience of school happy, positive, safe and secure
- To encourage parents/carers as partners in their children's learning, to recognise the value of their support both at home and in school
- To work towards the Early Learning Goals by providing a broad, balanced range of activities which are imaginative and challenging with an emphasis on active learning and the development of independence
- To use focused assessment and record-keeping, based on direct observation and discussion, which builds on children's prior learning and informs future planning
- To ensure equal opportunities for all children regardless of race, gender, ability or social group

The EYFS guiding principles for all early years' practitioners are grouped into four themes:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

At Bengo School, our Nursery and Reception classes represent the final developmental and learning stages delivered through the EYFS before the children start learning the National Curriculum in Year 1.

The curriculum is organised into seven areas of learning:

PRIME AREAS

The Prime areas support development in response to relationships and experiences which run through and support learning in all other areas of EYFS. The prime areas are:

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

SPECIFIC AREAS

Specific areas are essential to develop skills and knowledge that the pupils need to know. These are linked to all prime areas. They are:

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

To underpin the learning and development of both the Prime and Specific areas, it is crucial that the Characteristics of Effective Learning are evident in how a child learns. It is necessary that the child learns through:

- Playing and Learning
- Active Learning
- Creating and thinking creatively

The seven areas provide a structure for planning the learning environment both indoors and out. This does not mean that all young children's learning is divided up into areas. One experience may provide a child with opportunities to develop a number of skills and concepts across several areas of learning.

The Early Learning Goals establish expectations for most children to reach by the end of Reception. Some children will achieve these goals and deepen their learning whereas others will be working towards some or all of the goals.

In order to achieve the Early Learning Goals, children progress through a series of developmental stages. These stages represent developing knowledge, skills, understanding and attitudes and as children move from one stage to another, they continue to practise, refine and apply their previous learning so that knowledge becomes embedded.

A fundamental objective is therefore to provide a stimulating start to each child's schooling. Recognising and building upon what children already know and can do as well as ensuring the development of self-esteem, confidence and a love of learning.

Partnership with Parents/Carers

We acknowledge parents/carers as partners in their children's learning and believe in providing an environment where parents/carers feel welcomed and valued.

We liaise closely with parents/carers in a variety of ways, promoting the welfare and achievements of each child.

We meet parents/carers both formally and informally, including:

- Home/preschool visits
- Welcome meetings in the Summer term before the children start
- Parent/teacher meetings in the Autumn and Spring terms
- Book Looks in the Autumn, Spring and Summer term
- Informal meetings after school
- Sharing their pupils progress and attainment with parents / carers on a termly basis on Evidence Me
- End of Year report

Once children have settled into their new class (usually after a term), parents/carers are welcome to support in class on a regular or casual basis, on visits and during occasional activities.

Admission

Children in Nursery and Reception are admitted according to the School's Admission Policy.

Equal Opportunities

Nursery and Reception will follow the School's present Equality scheme.

Organisation

The Nursery and Reception classes are known as the Early Years Foundation Stage. Although we organise the children into age-specific classes, we provide an integrated outdoor environment for learning, when the children are ready, we will encourage a free-flow of play and work between the two groups.

We see it as important to respect and protect the different learning and developmental needs of the separate age groups. However, we plan in shared playing times for social integration, transition and development.

Procedures and Guidelines

Assessment

In the first part of the Autumn term of Nursery and Reception baseline assessments are completed for all children. For children in Reception the 'Reception Baseline Assessment' (RBA) is completed in the first 6 weeks and is a statutory assessment.

Throughout the year staff will make both formal and informal assessments. Assessments are completed during adult led activities as well as during child-initiated learning. The children's progression through the Early Years Foundation Stage curriculum will then be assessed on the Development Matters statements and then against the Profile at the end of Reception.

Depending on the assessments completed every child has appropriate targets set and these are monitored and updated throughout the year. If children are under-achieving intervention will be put in place.

At the end of the Early Years Foundation Stage, staff will assess the children in relation to the 17 ELGs descriptors together with assessing the characteristics of learning. At the end of Reception staff must assess against the ELGs and see whether a child has met the ELG or is still working towards that ELG. The desire for the end of Reception is that all children will meet the level of expected development (Expected) for each of the 17 ELGs on the EYFS Profile.

Planning

Both Nursery and Reception produce medium term plans based on a loose topic framework but also the individual needs of the pupils. We work closely as a team to produce weekly plans which are evaluated daily and amended as necessary to meet the needs and interests of the children in each class. The identified next steps from assessments feed into subsequent planning.

Teaching and Learning

The features of effective teaching and learning in our school are defined in our policy on teaching and learning.

The features of good practice in our school that relate particularly to the EYFS are:

- the partnership between teachers, support staff and parents
- that teachers have a good understanding of how children develop and learn, this is reflected in their teaching
- the provision of first-hand, real-life experiences which creates a meaningful context for learning
- the high value placed on play to develop learning
- 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
- to develop opportunities for children to communicate and talk about their learning
- to develop independence and an interest in their own learning
- to support learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors
- effective observations which move children on in their learning
- Evidence Me is shared regularly with parents to share progress
- to ensure smooth transition for all children

Early Literacy and Numeracy

We aim to encourage early reading, writing and phonic skills. This is done through our daily teaching of Read Write Inc. phonics as well as literacy sessions in Reception. Children in both Nursery and Reception are exposed to a variety of resources to encourage number skills, problem solving and reasoning. We use the Herts for Learning Essential Foundations for Counting and White Rose to support the planning and teaching of Mathematics.

Speaking and Listening

During the Early Years Foundation Stage, children are provided with opportunities to talk and communicate in a range of situations. They interact with adults, peers and older children, are taught to listen carefully and encouraged to practise, explore and extend an increasing range of vocabulary and communication skills. All EYFS practitioners model speaking and listening skills, and use exemplary questioning skills to develop children's communication.

Cultural Awareness

We feel it is very important that the children have experiences of different cultures. We use a range of resources which reflect diversity and avoid stereotypes and discrimination. A range of religious festivals are celebrated including the personal cultural celebrations of the children attending at any one time. Where possible, we extend the topic further by asking an appropriate visitor to come and talk to the children.

Inclusion

We believe that all children matter. We give our children every opportunity to achieve their best. We do this by taking account of the children's range of life experiences when we are planning for their learning. We set realistic and challenging expectations appropriate to the needs of our children, so that they achieve the Early Learning Goals by the end of Reception. Whatever the ability or background of the child appropriate targets and focused learning will be planned so every child moves forward in their learning.