



**St Mary's CE VC Primary School
Thorncombe**

Early Years Foundation Stage Policy

2019/2020

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Policy Reviewed	11 th February 2020
Panel Responsible:	FGB
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Policy Management:	
Signed:	Chair of Governors
Date:	

**Living, Learning and Growing
Together**

“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 2017)

Introduction

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. At Thorncombe St Mary’s this policy refers to children between the ages of 2/3/4 and 5 years.

Aims of the Early Years Foundation Stage

At Thorncombe St Mary’s we aim to:

- deliver the standards for the learning, development and care of young children as set out in the Statutory Framework for the Early Years Foundation Stage
- support the development of active and inquisitive learners encouraging children to be imaginative, creative, curious and critical thinkers
- ensure teaching nurtures, engages and motivates children
- ensure the provision offers rich, varied and imaginative learning experiences
- ensure that learning and development is planned around the individual needs and interests of each child and informed by the use of on-going observational assessment.
- ensure that every child makes good progress and no child gets left behind
- create the framework for partnership by working with parents, professionals and all settings that the child attends
- be fully inclusive and provide for equality of opportunity and anti-discriminatory practice

The early year’s experiences we offer our children are based on the following four guiding principles:

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

Unique Child

‘Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.’

(Statutory Framework for the Early Years Foundation Stage 2017)

At Thorncombe St Mary's we encourage a positive attitude to learning by ensuring our planning begins by observing the children in order to consider their current interests, developmental stage and learning style. We plan to build on what the children know, understand and can do.

We meet the needs of all our children by:

- providing a safe, secure and supportive learning environment in which the contribution of all children is respected and valued
- ensure all staff have the necessary skills and understanding of child development
- using observational assessment to plan opportunities that build upon and extend children's knowledge, skills, experience and interests
- planning opportunities to develop their well-being, self-esteem and confidence to develop a positive sense of their own identity and culture
- providing a welcoming environment where all children and their families feel valued and respected
- using resources which reflect diversity and are free from discrimination or stereotyping
- using age appropriate ways to seek the views of all children through observing, listening and sensitive discussion
- monitoring children's progress and providing additional support when identified
- seeking advice from external agencies where appropriate.

Positive Relationships

'Children learn to be strong and independent through positive relationships.'
(Statutory Framework for the Early Years Foundation Stage 2017)

At Thorncombe St Mary's we believe that warm and positive relationships are the key to effective partnerships between all practitioners, parents/carers, and families.

We meet the needs of all our children by:

- ensuring parents/carers are aware of who the EYFS Lead is prior to the child starting at our school
- working with parents/carers right from the start to find about their child's needs, feelings and interests
- ensuring effective induction and transition processes to support the child and their family
- developing effective partnerships with families by offering regular opportunities for them to talk about their child's learning and development and the progress they make both at school and at home
- providing an environment that is supportive, sensitive and responsive to each child
- setting clear processes for age appropriate behaviour management

Enabling Environment

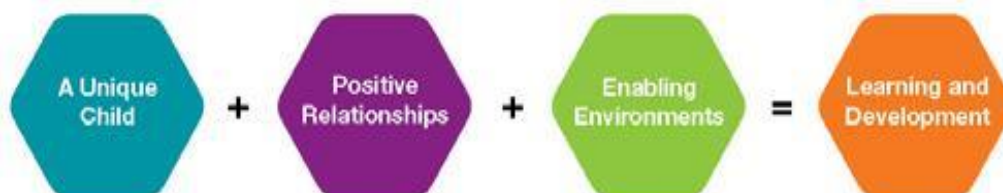
‘Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.’

(Statutory Framework for the Early Years Foundation Stage 2017)

At Thorncombe St Mary’s our environment is carefully planned to provide stimulating experiences both indoors and outdoors. Children are provided with opportunities which challenge, respond to their interests and meet their needs.

We meet the needs of all of our children by:

- providing an environment that is underpinned by the characteristics of effective learning
- developing children’s independence and decision making by providing an environment where children can freely access resources and select from the experiences on offer
- using the outdoor environment on a daily basis to enhance learning and development.
- using materials and equipment that reflects both the community that the children come from and the wider world
- analysing children’s responses to different situations and identifying their future learning needs
- including experiences that provide risk and challenge
- encouraging children to communicate and talk about their experiences



The result of these three guiding principles interacting together is the child’s learning and development.

Learning and Development

‘Children develop and learn in different ways and at different rates.’ ‘There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.’

(Statutory Framework for the Early Years Foundation Stage 2017)

The seven areas of learning and development are made up of three Prime areas and four Specific areas:

Prime areas

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

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

‘The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school.’ (Statutory Framework for the Early Years Foundation Stage 2017)

In planning and guiding children’s activities, practitioners must also consider the different ways that children learn and reflect these in their practice. These characteristics of effective teaching and learning are:

- **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’.

At Thorncombe St Mary’s we ensure that the requirements of the EYFS are met through the Prime and Specific areas, underpinned by the characteristics of effective learning in order for children to make progress towards the early learning goals, which are the expected outcome for most children to reach by the end of the EYFS. We also recognise that play is essential for children’s development, building their confidence as they learn to explore, think about problems, and relate to others. Children are given opportunities to learn by leading their own play, and by taking part in play which is guided by practitioners.

Safeguarding and welfare

The Safeguarding Policy is in place to ensure the safety of all stakeholders at Thorncombe St Mary’s. Backing up this policy is a dedicated safeguarding team comprising of the Designated Safeguarding Lead – Emily Smith and Deputy Designated Safeguarding Lead – Luke Owen. Each DSL has a given responsibility and meet regularly to ensure consistency of approach. The school uses class chronologies and safeguarding concern forms to record safeguarding concerns.

Roles and Responsibilities

At Thorncombe St Mary's we work with the ACORN MAT Early Years Leader and LA who work in collaboration with the Head of School to monitor, evaluate and strengthen the quality of EYFS provision.

Assessment and recording

At Thorncombe St Mary's we recognise that assessment, both on-going formative assessment and summative assessment at key points, plays an important part in helping parents / carers and practitioners to recognise children's progress, understand their needs, and plan activities and support.

We use a range of approaches alongside **Tapestry - The Interactive Early Years Online Learning Journal**. We find that this helps us to capture children's experiences as well as monitor development and learning more effectively, and this journal is shared online with parents, and it enables us to record, track and celebrate children's progress immediately, and allows parents/carers to engage more directly with their child's learning.

Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, all practitioners at Thorncombe St Mary's receive regular training. The identification of training needs of all adults is part of an on-going process.

Monitoring and Review

It is the responsibility of the EYFS teacher to understand and adhere to the principles stated in this policy. The Head of School will monitor implementation of this policy as part of the whole school monitoring schedule.

There is a Lead Governor responsible for the EYFS. This Governor will meet with the EYFS teacher / leader on a regular basis to discuss practice in the EYFS and feedback to the Governing Body.

Footnote:

The Statutory Framework for the Early Years Foundation Stage is mandatory for all early years providers (from 3 April 2017): maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register, and all providers registered with an early years childminder agency.

The learning and development requirements are given legal force by an Order³ made under section 39(1)(a) of the Childcare Act 2006. The safeguarding and welfare requirements are given legal force by Regulations⁴ made under section 39(1)(b) of the Childcare Act 2006

