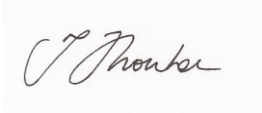



Wheatfields Primary School - Early Years Foundation Stage Policy



Policy	Early Years Foundation Stage
Ratification date	22 January 2015
Next review date	April 2017
Signatories	<div> Head Teacher  Chair of Governors</div>

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Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. In our school, all children join us at the beginning of the school year in which they are Five. Children joining our school have been to a range of settings within the community, and we continue to build on what our children already know. We aim to ensure that the transition from home to school is a smooth one. Wheatfields is an inclusive school, where we offer a rich and stimulating environment in which the children can reach their full potential.

Philosophy

The Statutory Framework for the Early Years Foundation Stage states that 'Every child deserves the best possible start in life and support to fulfil their 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.'

Aims and Objectives

- To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults
- To provide a high quality curriculum in line with the Early Years Foundation Stage document and Every Child Matters
- To develop the moral and social values of the children
- To encourage active learning through first hand experiences, both in indoor and outdoor play, and through verbal and non-verbal communication.
- To encourage children to become self motivated and independent learners with a positive attitude to learning and self discipline
- To value the cultural diversity within our school and community
- To foster positive home school links and share a common sense of purpose with parents

Teaching and Learning Styles

In the Foundation Stage, Teaching and Learning styles include whole class teaching, small group work and paired and individual work which are all supported by on-going observations. The Foundation area is an open plan double classroom, with two

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teachers and Teaching Assistants. This opens out onto an outside enclosed area. The children also use both the KS1 Hall and the ICT Suite on a regular timetabled basis. Each class has an interactive whiteboard.

In order to promote good Teaching and Learning in our school, we aim to

- Develop good relationships between home and school, so that children feel secure and develop a sense of well being
- Start from the needs of the child and plan the learning from assessments and observations
- Provide opportunities for the children to learn through first hand experiences, give clear explanations, make appropriate interventions and extend and develop play and communication skills, both inside and outside the classroom
- Plan a curriculum based on the Early Years Foundation Stage Curriculum that supports the children to achieve the Early Learning Goals
- Provide children with the opportunity to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- Enable children to develop independence and self-management
- Identify the progress and future learning needs of children through 'Assessment for Learning'.
- Develop good relationships between our school and the settings that our children experience prior to joining our school
- Have clear aims and success criteria, to monitor and evaluate planning to improve what we do
- Identify training needs of all adults working within the Early Years Foundation Stage

Play in the Early Years Foundation Stage

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. Children are given the opportunities to explore and discover within a safe and supported environment. Play underpins the delivery of the Early Years Foundation Stage Curriculum. The children are involved with both group and individual play, some initiated by adults and some by children. Children are able to take risks and make mistakes, and learn from them.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of any 'differences'. All children at Wheatfields School are treated fairly regardless of race, religion or ability. All children and their families are valued within our school.

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We plan 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 economic backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds

Curriculum

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals.

The six areas of Learning include:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning. None of the areas can be delivered in isolation from the others, they are equally important and depend upon each other to support a rounded approach to the development of each child.

Assessment

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation stage is on going and is an integral part of the learning and development process. The observations and assessments are used to identify learning priorities and plan the next stages in the learning experiences for the child. The observations are then matched to the early learning goals and are recorded as part of the Early Years Foundation Stage Profile

The Role of Parents

We believe that all parents have an important role to play in the education of their child. We develop this through

- Inviting all parents to an Induction meeting during the term before their child starts school
- Time for the children to visit their teacher and partake in typical activities in their classroom

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- Home visits - an opportunity for parents to discuss their child
- Holding a Foundation Curriculum session for parents
- Parent consultations in the Autumn and Spring term
- Encouraging parents to help in the classroom
- Encouraging parents to talk to the child's teacher, whenever concerns arise
- Encouraging regular communication through the child's Home School Diary

Equal Opportunities

All children have an equal entitlement to a good Early Years curriculum regardless of gender, race, culture, religion, disability and special or medical needs

Monitoring and review

It is the responsibility of the Early Years Foundation Stage coordinator to follow the principles in this policy. There is a named Governor responsible for the Early Years Foundation stage. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head Teacher and EYFS coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

The Headteacher, Governors, EYFS Coordinator and staff will review this policy annually. Any amendments will be presented to the Curriculum Governors .