



PARKSIDE

Community Primary School

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Links to:	
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Parkside Community Primary School Early Years Foundation Stage (EYFS) Policy

This Policy covers the following areas:

- **Rationale**
- **A Unique Child**
- **Positive Relationship**
- **Enabling Environments**
- **Learning and Development**
- **Monitoring and Review**

Rationale

At Parkside Community Primary School we believe that early childhood is the foundation on which children build the rest of their lives. Our aim is to provide a caring and stimulating environment where every child feels empowered to develop as an independent learner.

Our practitioners will provide opportunities that build upon children's experiences and interests to enable all children to reach their potential in every aspect of their development.

We recognise that starting in a school can be a stressful time for both the child and the parent. To support the smooth transition into our school we plan to meet the needs of child and their family through an induction programme to enable a happy entry into the Reception and beyond to ensure ongoing well-being.

To promote and support children's learning we use the EYFS Development Matters and Early Years Outcomes documents alongside one another. The Statutory Framework for Early Years Foundation Stage (2017) is a statutory document that details the standards for learning, development and care for all children within the Foundation Stage. At the end of the Early Years Foundation Stage (EYFS) the children's learning and achievement will be recorded by completion of the EYFS assessments in line with The Early Years Outcomes document (2013).

A Unique Child

We place high importance on developing children's physical and emotional well-being, through early observation our skilled practitioners create an environment in which all our children can thrive.

We recognise that children arrive with a wide range of skills, abilities and particular interests. We understand that each child is a competent learner and start with the children, finding out about them, before planning experiences to intrigue, challenge and extend their learning.

Our SENCO works closely with the Foundation Stage practitioners and families to develop awareness of equality of opportunity and ensure that, where appropriate we celebrate individuality.

It is the class teacher's role to ensure that all new entrants are made aware of important issues such as fire drills, first aid and safety rules. Extra assistance may be needed for some children but all practitioners will seek to promote and to develop the children's independence. Many issues will be approached through the topic activities during the Foundation Stage.

Positive Relationships

At Parkside Community Primary School we model and foster respect, empathy and caring relationships. We encourage understanding of self and a responsibility to others.

Foundation Stage practitioners will compose class code with children. For example; so that we can play and learn safely and happily at Parkside Community Primary School we will:

- Be kind to each other
- Look after each other
- Try to listen to one another

We recognise the huge contribution parents make to their child's learning and we work hard to develop and sustain links with parents. We actively encourage families to be fully involved in the life of the school, offering regular opportunities to visit their child's class and support the learning taking place. This may include helping children with reading, playing alongside them or sharing a particular interest/expertise and contributing to their learning and assessments.

We operate an open door policy and encourage parents to speak to their child's teacher, or key person, to share any celebrations, concerns or worries.

Enabling Environments

We will use information from parents and pre-school settings to inform our knowledge and understanding of every child. In school we will observe children and will frequently note down what we observe. We will analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps.

We maintain files that document the child's learning journey. These include observations, photos/video recordings and examples of their work. We encourage parents to make contributions to the file alongside their child's contribution. We share the individual files with parents during parent consultations. In our Reception class we use our knowledge of the children, and evidence collected in the children's file, to inform our judgements and to support completion of the EYFS assessments. At the end of the Foundation Stage parents are welcome to see the evidence within their child's learning journey.

We aim to provide a rich and varied learning environment as we know this will evoke the children's curiosity and increase their motivation to investigate, explore and to become involved; extending their ideas and experiences. The learning environment will comprise of the inside and outside areas. Both, which are of equal importance, will be available to the children and resources will be reviewed regularly in order to make the best provision for the children's learning and development. Children will have the freedom to move from one to the other during their child initiated activity.

Learning and Development

At Parkside Community Primary School we believe children learn best through real experiences and active learning. We know children learn at their highest level when at play; therefore, we do not make a distinction between play and work. We provide a daily routine for the children, which provides for teacher directed, teacher initiated and child initiated learning

opportunities. We support children's learning throughout the child initiated and planned play activities and in doing so we ensure children have opportunities to engage and thrive in all aspects and areas of learning.

The statutory identified seven areas of learning comprise:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We believe that it is vitally important for adults to support children's learning through play. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be lifelong learners.

At appropriate opportunities, the adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate / model and work alongside
- Help children to see links in their learning
- Support and encourage
- Encourage children to be problem solvers , problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the welfare requirements are in place

Monitoring and Review

This EYFS policy will be reviewed annually.