



Early Years Foundation Stage Policy

AIMS:

At John Chilton School we aim to provide

- ❖ An enabling environment that is well planned and organised and which is safe and secure, providing rich and stimulating experiences.
- ❖ Continuous provision that gives opportunities to learn and revisit through active exploration using a wide variety of equipment and materials.
- ❖ An individual approach to each child's learning. We recognise the individual needs of children – emotional, social, physical, language acquisition, creative and intellectual and that they develop at different rates and learn in different ways.
- ❖ Positive relationships between children and adults.
- ❖ Play and recognition of the importance of learning through play in the development of children.
- ❖ A warm and caring environment, where the children can develop a positive image of themselves.
- ❖ An environment, which promotes respect and equal regard for themselves and other people in the world around them.
- ❖ An open partnership with parents/carers.

OUTCOMES:

At John Chilton School we intend for pupils

- To be confident in their own abilities.
- To be independent in their learning and in their personal needs and abilities.
- To be motivated to develop their learning and understanding.
- To become active learners
- To be able to ability to focus and maintain focus, on activities.
- To be able to communicate with others, using spoken, signed or augmented communication where appropriate, for a range of reasons.
- To have fine motor and gross motor skills.
- To be able to interact appropriately and effectively with others.
- To have an interest in, and enjoyment of, books and stories
- To have early reading and writing skills, and to use these across the curriculum
- To have early mathematics skills in number, shape, space and measure
- To have an ability to apply their understanding of Mathematics to different activities.
- To develop pupils understanding of the world around them, and a motivation to interact with this
- To have creative skills in a range of mediums
- To be able to use skills and knowledge across the curriculum, and wider curriculum.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. However, at John-Chilton School we recognise that our younger pupils have missed essential experiential learning opportunities and so we continue the EYFS approach through Key Stage 1 where appropriate, especially for pupils who need a more holistic curriculum.

In our school children join us once they have received a Statement of Special Educational Needs, or occasionally they may join us on an assessment placement. Children are accepted from the age of 3. Children of Reception age are able to attend school on a part-time basis and start full time when they reach 5 years of age.

The EYFS is based upon four principles:

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

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured.

We recognise that children develop in individual ways, at varying rates.

We use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at John Chilton School are treated fairly regardless of race, gender, religion or abilities.

We believe that all our children matter, and we give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences and their individual needs, when planning for their learning.

Positive Relationships

We recognise that children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with pupils, and encourage them to form good positive relationships with their peers.

Staff

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts as a 'Key Person' to all children in EYFS, supported by the Teaching Assistants.

Parents

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children, and aim to work in partnership with parents to achieve the best outcomes for our pupils.

In order to develop these links with parents we will

- talk to parents about their child before they start in our school;
- visit all children in their home or present educational setting prior to their starting school, where practical
- offer children, and their parents, the opportunity to spend time with class staff before starting school during ‘Come and Join in’ afternoons;
- offer parents regular opportunities to talk about their child’s progress in our EYFS setting and encouraging parents to contribute to the assessment process;
- provide a written report on their child’s attainment and progress at the end of the school year;
- arrange activities throughout the year that encourage collaboration between child, school and parents: class assemblies, sports day etc.
- provide a home/school book in which parents and teachers can communicate about the child’s day

Enabling Environments

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.

The EYFS classroom is organized to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet or rest. The classroom is set up to enable children are able to find and locate equipment and resources independently.

Our learning environment includes an outdoor learning space, which offers the children opportunities to explore, use their senses and be physically active. We plan activities and provide resources which allow the children to access outdoor learning, supporting the children’s development in all areas of learning, but also taking account of pupil’s individual health needs.

Safeguarding and Welfare

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why these rules are necessary.

We understand that children need to be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical, psychological and social/emotional wellbeing of all children.

We understand that we are legally required to comply with certain welfare requirements and our practice reflects the policies of John Chilton School.

Therapy

We integrate activities into planning which support the pupil’s needs as identified by Physio, Speech and Occupational Therapists.

Therapists also work alongside staff to provide targeted support for pupils on specific skills.

Learning and Development

Through well planned activities and play our children explore and develop learning experiences, which help them make sense of the world. They practice and build on ideas, learn how to control themselves and understand the need for rules. Pupils have the opportunity to think creatively and to communicate with others as they investigate and solve problems.

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, and that none of these areas can be delivered in isolation from the others. Staff at John Chilton school act as facilitators to learning, encouraging pupils to extend and develop their understanding and their ideas.

Staff will consider the different ways the children learn and reflect this in their planning. All planning will contain elements of:

- **playing and exploring** – where children are given the opportunity to investigate and experience things first hand;
- **active learning** – where children concentrate and keep on trying if they encounter difficulties, and enjoy achievement; and
- **creating and thinking critically** – children have their own ideas and develop these, make links between ideas, and develop strategies for doing things.

The Curriculum

The Early Learning Goals and the educational programmes are set out in the “Statutory Framework for the Early Years Foundation Stage” document (DFE, 2012).

The seven areas of learning and development are:

Prime:

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

Specific:

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

Observation, Assessment and Planning

Planning within the EYFS follows the school’s long term schemes of work, and planning is based around termly themes, which will be modified in response to the needs, achievements and interests of pupils.

Assessment in the Early Years follows the school assessment policy. This takes the form of Assessment for Learning during learning activities, including self and peer assessment at an age appropriate level, regular observation and planned assessment activities. Assessments inform future planning.

We record judgements against the EYFS Profile at the end of the Reception year. Each child’s level of development is recorded against the schools own assessment scales derived from the Early Years Curriculum and the Early Learning Goals (ELGs). Progress is recorded on the Onwards and Upwards assessment system, which then allows us to track progress in accordance with the school procedure.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. The Head teacher, Deputy Headteacher, Phase leader and subject leaders will carry out monitoring and observations in the EYFS as part of the whole school monitoring schedule.

The school is proactive in linking with other local Special Schools to moderate judgements against the 7 areas of learning.

The Local Authority may moderate our EYFS judgements through school visits or staff attendance at moderation meetings.

H Cambridge

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