

# Menston Primary School



## **Early Years Foundation Stage Policy (STATUTORY)**

Menston Primary School  
Menston  
West Yorkshire  
LS29 6LF

Tel: 01943 873180  
E-mail: [office@menstonprimary.co.uk](mailto:office@menstonprimary.co.uk)  
Web site: [www.menstonprimary.co.uk](http://www.menstonprimary.co.uk)

Headteacher  
Iain Jones

Date approved by the SLT September 2019

## **Menston Primary School**

### **Early Years Foundation Stage Policy**

#### **Introduction**

This policy is written for the teaching and non-teaching staff, parents, supply teachers, trainees and governors. This policy should be read in conjunction with the Statutory Framework for the Early Years Foundation Stage and Practice Guidance for the Early Years Foundation Stage, The School Aims and Vision Statement and all other relevant policies.

The Early Years Foundation Stage Framework (EYFS) is a single quality framework for children from birth to the end of the school Reception year. At Menston Primary the Foundation Stage is FS2 (Reception Year).

#### **Rationale**

At Menston Primary School our intention is to provide a high quality early years' experience which provides a firm foundation on which to build. It is essential that children are made to feel secure and valued in their surroundings and that they are prepared in both their knowledge and self-confidence for their future school years.

#### **Aims**

Throughout the Foundation Stage we aim to provide a learning environment which promotes the following aims:

- Children know that they are highly valued as individuals.
- Children feel happy and safe in a secure environment that is stimulating and challenging.
- Provide learning experiences that are exciting, purposeful and relevant to the child.
- Provide a well-resourced and carefully planned play-based curriculum, building on what the children already know. A curriculum which takes into account the interests of the children and which will help children achieve the expected level (age related) at the end of Reception.
- Encourage children to take an active part in their learning in order to develop a positive attitude to learning.
- Monitor the development of all children to ensure that progress is being made and to identify and provide support the difficulties any children encounter.
- To provide a balance between adult led and child initiated learning.

#### **Teaching, Learning and Planning**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Menston Primary School, the EYFS is our Reception year (4-5 year-olds).

The EYFS is based upon four principles:

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

#### **A Unique Child**

Here at Menston Primary School 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. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as

celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

## **Positive Relationships**

At Menston Primary School we recognise that children learn to be independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. 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 a 'Key Person' to all children in EYFS, supported by the Teaching Assistants.

We have good links with Menston Pre-school and other local pre-school providers. Before children start school, EYFS teachers meet with staff to discuss new intake children.

Parents as Partners:

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. We do this through:

- talking to parents about their child as their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during 'Stay and Play' transition sessions in the summer term.
- inviting all parents to an induction meeting during the first two weeks in September;
- encouraging parents to talk to the child's teacher if there are any concerns. There are formal meetings for parents at different points in the school year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Curriculum evenings; Class assemblies, Sports Day etc;
- welcoming contributions from families in children's 'Learning Journey' booklets.

## **Enabling Environments**

Here at Menston Primary School 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. Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS has its own enclosed outdoor area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It enables the children to explore, use their senses and be physically active and exuberant. During continuous provision times, we offer a free flow system where children can move freely between indoor and outdoor activities.

## **Learning and Development**

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.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in all phases, including the

EYFS. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how young children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- 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;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

### Play

'Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.' (Statutory framework for the EYFS 2017)

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. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Planning and provision takes account of the **Characteristics of Effective Learning**:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

### **Playing and Exploring**

Children investigate and experience things, and 'have a go'; Through play, our children are able to investigate, 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 follow basic rules to keep themselves and others safe. They have opportunities to think creatively with other children as well as on their own. They communicate with others as they investigate and solve problems.

### **Active Learning**

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Active learning occurs when children are both motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make their own decisions. It provides children with a sense of pride as they take ownership of their learning.

## **Creativity and Critical Thinking**

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children should be given opportunities to be creative through all areas of learning, not just the arts. Adults are able to support children's thinking by helping them to make connections and showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

Our curriculum provides a balance between the three Prime Areas which are:

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

And the four Specific Areas which are:

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

In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

The Prime areas are fundamental throughout the EYFS and the Specific areas include essential skills and knowledge. These grow out of the Prime areas and provide important contexts for learning. We plan themes which reflect the children's interests; these themes provide opportunities to extend children's ideas and interests. Learning experiences are thoughtfully and purposefully planned to ensure all children have access to a rich and stimulating curriculum with due emphasis given to quality play experiences.

## **Assessment, Recording and Reporting**

We assess children in all areas of learning through observation, questioning, interactions with children and adults, examples of work, collecting information from parents, carers, child-care providers and visits to local pre-school settings. The ways of recording and reporting assessments and observations we do include: baseline assessments, tracking against the objectives within the Early Years Foundation Stage Profile, verbal reports to parent at Parents' Evenings and an end of year report to parents/carers. End of year outcomes are shared with Bradford Authority who have a statutory duty to send end of EYFS data to the government. All statutory reporting is done using formats advised by Bradford Early Years team.

## **Organisation of Teaching**

Children are grouped in a variety of ways depending upon the learning experiences being provided including whole class, small groups and individuals. An integrated day is operated so that children's individual needs and interests are catered for. We operate intervention programmes for children who need aspects of learning to be reinforced, for example phonics, numbers and early writing. We work with SEN professionals to make sure that specific programmes such as speech & language therapy interventions are delivered appropriately.

## **Equal Opportunities**

All pupils are given equal opportunities to reach their full potential throughout the Foundation Stage, regardless of their race, gender, cultural background, ability or of any physical or sensory difficulty. Children with specific needs are identified, with support from school SEN co-ordinator and appropriate intervention is provided.

## **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children in our care are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

## **Welfare**

'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.' (Statutory framework for the EYFS 2017)

At Menston Primary School we understand that we are legally required to comply with certain welfare requirements and we understand that we are required to:

- be alert to any issues of concern in the child's life at home or elsewhere, following our Child Protection procedures where concerns are raised;
- ensure that staff have up to date knowledge of safeguarding issues and are equipped to respond to concerns in a timely and appropriate way;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

## **Monitoring and Evaluation**

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. 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 other Senior leaders will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

This policy is written with reference to the 'Statutory Framework for the early years foundation stage' effective April 2017 and will be reviewed and updated annually or when statutory guidance changes.

Next review due: September 2020