

Introduction

“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.” - “Early Years Foundation Stage Profile” Department for Children, Schools and Families 2012”

The EYFS is based upon four principles:

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 and 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 and rewards to encourage and develop a positive attitude to learning.

Positive relationships. We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments. We recognise that the environment plays a key role in supporting and extending the children’s development. Through observations we assess the children’s interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and development. The Foundation Unit is 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 unit is set up in learning areas where children are able to find and locate equipment and resources independently. Early childhood is the foundation on which children build the rest of their lives.

At Baynards Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Aims

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Baynards Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language
- Physical development

- Personal, social and emotional development

Additionally there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

There are three characteristics of learning explored throughout the Early Years Framework. These 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; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations using an online learning journey called Tapestry, and this involves the teacher and other adults as appropriate. These observations are recorded and used to inform the Head Teacher. The parents and guardians are given the opportunity to meet with the Foundation Stage Team each term and, at the end of the third term, we provide a written summary in relation to the children's early learning goals to parents and guardians.

Learning Through Play

At Baynards Primary School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

The Induction Process

During the Summer Term prior to starting school the following September the following visits are conducted:

- Foundation staff will visit pre-school settings from which September's intake will be taken.
- The on-site pre-school and nursery visit with their staff and the prospective children
- Where possible, Early Years staff visit each child in their home environment.
- Each child and their parents and carers will be invited to spend some time at Baynards Primary School in order to familiarise themselves with both the staff and the environment. There are four induction sessions following a parents meeting. However we are flexible and if some children require further sessions this is carried out.
- During the first week, children will attend for the morning session for the first few days and then we introduce lunch by the end of the week.
- During the second week, children will attend for the morning session and lunch for the first few days and then they can start a full day. Unless the staff or parents or guardians agree that it is not in the best interests of an individual child.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a Home School Agreement.
- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.

- We will send home 'Wow slips' designed to enable parents or guardians to record outstanding achievements. These are displayed in the classroom.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will conduct a further parent consultation late in the term to inform parents and carers formally of a child's results and overall progress.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning by sharing a book with a child.

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse of all children requiring intimate care. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

For more information please read in conjunction with the schools 'Intimate Care Policy'.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. One Page Profile Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

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