



EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

ORIGINATOR: Kelly Jackson
SLT LINK: Rachael Coyne

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1. THE EYFS ETHOS

1.1 This policy should be read in conjunction with the Statutory Framework for the Early Years Foundation Stage Setting the Standards for Learning, Development and Care for Children from Birth to Five Published: 3 March 2017, Effective: 3 April 2017.

1.2 The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities, which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

2. PRINCIPLES

2.1 The EYFS is based upon four principles:

2.1.1 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.

2.1.2 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 children and their families.

2.1.3 Enabling environments.

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

2.1.4 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.

2.2 Early childhood is the foundation on which children build the rest of their lives. 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.

2.3 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.

2.4 Every child deserves the best possible start in life to fulfil their potential. A secure and safe environment both indoors and outdoors will help children to thrive and develop. Both the indoor and outdoor environment plays a key role in supporting and extending children development and learning.

2.5 Children are competent learners from birth, developing and learning in a wide variety of ways. Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them.

3. PROVISION

3.1 We will ensure that:

- We have effective systems in place to meet the individual needs of every child.
- We provide a balance between adult-led, child-led and freely chosen child-initiated activities delivered through indoor and outdoor play.
- Experience appropriate to each child's stage of development is planned and provided as they progress towards the Early Learning Goals continuing to practice, refine and build on their previous development and learning.
- Linguistic diversity is valued and opportunities are provided for children to develop and use their own language in their play and learning.
- Opportunities are provided for children to develop English in a meaningful context.
- Children are supervised at all times and meet the appropriate legal staffing ratios and qualifications for the type of setting the child attends.
- Appropriate supervision is in place for any activity which demands higher levels of adult supervision than the minimum child-adult ratio laid out in the statutory welfare requirements.
- Staff are familiar with the content of the Prime and Specific Areas of Learning to support children's next steps.
- Flexible planning and opportunities to respond spontaneously to children's interests and unexpected events.
- Have an awareness of the TAF (Team around Family), to ensure effective communication between various agencies involved with children who have additional needs, and about a child about where there are concerns.
- Support children in the awareness of and response to activities which involve reasonable risk.

4. DIFFERENTIATION

4.1 Differentiation permeates everything a good staff member does, it is not something 'added on' to normal teaching and something which requires a few discrete extra activities in the session.

4.2 It is vital that staff members know their children in order to differentiate successfully and therefore assessment is an integral part of the process. All staff members therefore need a clear understanding of:

- the ways children learn;
- children's current and target levels;
- the ways data can be used to structure learning to enable children to progress;
- specific information about individual children e.g. IEPs, PSPs and ILPs;
- the role and expertise of support available.

5. MORE ABLE

5.1 The methods employed to identify more able children include the following:

- information from any previous settings;
- internal and external assessment and testing;
- specific criteria developed by subjects or their professional associations.

6. ASSESSMENT

- Children are assessed using sensitive observational assessments to plan, support and meet their individual needs and next steps, and provide challenging but achievable activities.
- A systematic and routine approach is used to record children's progress in line with the EYFS.
- All staff from the setting have an input into all children's development and learning in their care.
- The EYFS profile for children of appropriate age is completed ready for transition.

7. OUTDOOR AND INDOOR LEARNING ENVIRONMENT

7.1 We encourage children's involvement in the planning of their own indoor and outdoor environments. Appropriate risk assessments are carried out for both indoor and outdoor spaces.

7.2 We ensure that:

- We offer children the freedom to explore using their senses and be physically active.
- We offer opportunities to move freely between inside and outside and transfer resources to enhance play as they wish.
- Children have the opportunity to be outside on a daily basis all year round and have experience of different seasons/weathers etc. and the natural world.