

# **AYCLIFFE DRIVE PRIMARY SCHOOL**



## **EARLY YEARS FOUNDATION STAGE POLICY**

**Updated November 2017  
To be reviewed 2020**

**Staff Responsible**

**Mrs M Green  
Mrs G Long**

**Head Teacher  
Foundation Leader**

## **Definition**

This policy has been developed, taking into account of the school's aims and policies and the document 'The Early Years Foundation Stage' May 2008 and revised framework 2014. It has been discussed by all practitioners across phases and agreed by governors.

The early years' foundation stage in Aycliffe Drive Primary School is for 3 to 5 years of age and covers two periods:

- 1      Nursery                      (3-4 years)
- 2      Reception classes        (4-5 years)

## **Introduction**

Early Years Education is the foundation upon which children build the rest of their lives and is an education that encompasses all learning. This policy outlines the purpose, nature and management of early years at Aycliffe Drive Primary School.

## **Our vision**

At Aycliffe Drive Primary School we believe that every child is unique and is a competent learner, who can be resilient, capable, confident and self-assured.

We are committed to developing positive relationships so that children learn to be strong and independent from a base of loving and secure relationships with parents and school staff.

We aim to provide enabling environments for all children, which play a key role in supporting and extending children's development and learning.

We believe that children learn in different ways and at different rates and that all areas of learning and development are equally important and inter-connect.

## **Principles**

Our principles are based on the EYFS themes and commitments (The Early Years Foundation Stage, 2014)

### **A unique child:**

We aim to see all children as individuals with a variety of backgrounds and interests to celebrate. We have an understanding that children develop in different ways and at varying rates. We ensure to keep them safe and look after their health and well-being.

### **Positive Relationships**

Good relationships with both parents and children ensure the best possible outcome for the learning and development of the individual and towards each other. We work alongside one another, parents, children and practitioner to create that feeling of love and security where the child will best learn.

## **Enabling Environment**

We aim for a secure, rich, challenging and well-planned environment to support and develop all children's learning. Observations will enable us to build upon prior knowledge and experience and to travel along the children's learning journals.

## **Learning and Development**

We believe and promote that children learn effectively through play and from each other. We sustain their thinking and concentration through active learning, asking appropriate questions and encouraging them to be critical thinkers. For young children to be developed as a whole person all seven areas of learning are planned for.

## **Aims**

Our overall aims are based on putting the principles into practice.

- We understand the processes involved in children's growth, development and learning and to meet the needs of individuals
- To develop children's sense of identity, culture and positive self image.
- To welcome parents/carers and to communicate the needs of the children and to discuss their progress and development
- To build on prior learning by providing activities at a level that is demanding but still within the children's reach.
- To build good relationships with all partnerships that impact on our children's development
- To involve the local community where appropriate to support the children's learning
- To maintain a clear view of the learning journal for all children but provide different learning opportunities for individual children or groups.
- To provide safe and interesting indoor and outdoor environments so that children can learn within both experiences
- To provide flexible resources that can be used in many different ways to facilitate children's play and exploration
- To review the environment to ensure that it is interesting, attractive and accessible to every child so that they can learn independently.
- To recognise that every child's learning journal is unique to them.

## **The Curriculum**

The curriculum for the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's needs and interests through the 7 areas of learning from September 2012.

The 3 prime areas:

- Personal, social, emotional development
- Physical development
- Communication and language

The 4 specific areas:

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

### **Parents/Carers**

To develop full potential in all our children we believe in a three way partnership, (child, parents and practitioners). Therefore we provide as many opportunities to communicate valuable information about the way in which their children behave and learn at home. All our parents are involved in their child's achievement and attainment and frequently meet to discuss strategies to improve progress.

### **Developing Bilingual Children**

At Aycliffe Drive Primary School we are fortunate to have families from different cultures, with different religions and ethnicity and can speak more than one language. We celebrate our individuality and being special on a daily basis. We believe and promote that children and their families should continue to use their first language alongside English. We believe in an open door policy where all are welcome.

### **Learning and Teaching Strategies**

At Aycliffe Drive Primary School we will support our children's development by a number of strategies these may include the following:

- Regular observation to assess each child's progress and needs
- Embedding new learning in what is known or familiar
- To travel along the learning journal of each individual child
- To ensure a balance between adult directed, adult supported and child initiated activities
- To maximize opportunities for experimental learning and for both knowledge based and imaginative play
- To maximise the use of Forest School and outdoor learning facilities
- To work in small groups to maximize progression, involvement and participation
- To encourage positive dispositions towards learning
- To use assessments based on observation in order to inform planning for individual learning.
- Activities will reflect the different ways that children learn using the three characteristics of effective learning:
  - Playing and Exploring
  - Active Learning
  - Creative and Thinking Critically

### **Strategies used to ensure full potential for all**

At Aycliffe Drive Primary School we aim for all children to see themselves as confident and capable learners and to develop an 'I can do' approach. We do this in a number of strategies, which include:

- We plan a curriculum for all children's individual needs
- We aim to resource our environment to support all children's learning
- We provide parent workshops and support
- Pupil progress meetings – to identify our underachievers, next steps for learning and intervention groups
- We analyse data 3 times a year to address issues and put in extra support where needed.
- To address the individual needs of all pupils.

### **Assessment, Recording and Reporting**

Children's progress is monitored on a daily basis through observations. Individual needs are identified and individual records are kept in the form of a Learning Journal. This is completed throughout the year shared with parents and used by the future teacher in year one to ensure continuity.

Children's EYFS profile results are shared with parents as part of an end of year report.

### **Management and Organisation**

The Early Years team consists of teachers, nursery nurses and a teaching assistant. The EYFS Leader is responsible for ensuring the implementation of the Early Years Policy, ensuring the efficient running of the classes, monitoring the quality of learning and teaching, supporting the professional development of staff and informing them of national, local and school decisions and managing the budget with particular reference to resources and equipment.

### **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 practice 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

There are also other related policies to Early Years to comply with Welfare Standards.