



# **EVERGREEN PRIMARY ACADEMY**

## **Early Years Foundation Stage Policy**

**Agreed on September 2021**

**Review date September 2022**

## **Early Years Foundation Stage Policy**

*“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.”*

*“The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.”*

*Early Years Foundation Stage Profile 2012*

## **Aims**

At Evergreen we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

### **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.

*“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.”*

*Early Years Foundation Stage Statutory Framework 2014*

It is important to us that all children in our setting are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

## **Principles**

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 EYFS is organised to allow children to explore and learn securely and safely. The environment is set up in learning areas where children are able to find and locate equipment and resources independently.

The EYFS classroom has areas where the children can be active, be quiet and rest. It has access to an enclosed outdoor area which allows us to offer "free flow" from indoors to outdoors. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and provide resources for the children to access outdoors that help the children to develop in all areas of learning.

Early childhood is the foundation on which children build the rest of their lives. At Evergreen Primary Academy we greatly value the importance that the EYFS plays in laying secure foundations for life, not just simply for the next stage of education.

We understand that we are required to:

- promote the welfare of children.
- 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

## **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
- Maths
- Understanding the World
- Expressive arts and design

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- Creating and thinking critically

We recognise that the Prime areas of learning begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. We know that the prime areas continue to be fundamental throughout the EYFS. The Specific areas of learning include skills and knowledge that grow from the Prime areas. The Specific areas provide children with important contexts for learning. We recognise that none of these areas can be delivered in isolation from the others. All areas are delivered through a balance of adult led and child-initiated activities. 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.

## **Play**

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.

## **Active Learning**

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

## **Creativity and Critical Thinking**

Children are given opportunity to be creative through all areas of learning. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

## **Observation, Assessment and Planning**

At Evergreen Primary Academy we hold the individual child at the heart of our planning. This is achieved through observation and assessment. This observation and ongoing formative assessment is at the centre of effective early years practice.

Staff achieve this through:

- Observing children as they act and interact in their play, everyday activities, child-initiated activities and planned activities, and learning from and sharing with parents about what the child does at home.
- Considering the examples of development as stated in the unique theme: observing what children can do, and identifying the stage on their developmental pathway.
- Considering ways to support the child to strengthen and deepen their current learning and development, having reflected on what has been observed.
- Considering the individual needs, interests, and stage of development of each child in the class. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

## **Home and School Links**

At Evergreen Primary Academy we recognise that parents and carers are a child's first and most enduring educators. We aim for the school and parents to work in partnership in the Foundation stage. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We develop working partnerships with parents and carers by:

- Beginning to build a relationship prior to the child starting in Reception class through open mornings and induction sessions.
- Communicating with parents using Class Dojo to share children's experiences and learning.
- Parental access to online learning diary program Tapestry to add to learning journey and see their child's progress at school
- Termly Newsletters to keep parents up to date with the curriculum