

Early Years Foundation Stage Policy

Aim of the policy

We follow the Early Years foundation Stage (EYFS) to provide the children with the best possible start in life and comply with the statutory requirements.

We deliver the EYFS to ensure quality standards are met and equality of opportunity is provided, to help us to work as partners with parents, practitioners and other professionals.

Points to consider

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 that are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- A partnership between practitioners and parents/carers
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.

The learning and development requirements cover:

- The areas of learning and development that must shape activities and experiences for all children in early years settings
- The early learning goals that providers must help children work towards, focusing on the knowledge, skills and understanding children should have at the end of the academic year in which they turn five
- Assessment arrangements for measuring progress and requirements for reporting to parents and carers

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

All of the planning at the setting is based on the principles of the EYFS. We believe good planning is the key to making children's learning effective, exciting, varied and progressive. A mixture of adult-led and

child-initiated play and activities are used to implement the areas of learning. We use the areas of learning and development to structure how we deliver the activities and experiences for the children while they work towards the early learning goals, incorporating their emerging needs and interests. We ensure that children's different ways of learning are reflected in our planning and environment. We promote effective teaching and learning through:

- Playing and exploring – children investigate and experience things and 'have a go'
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things

We measure the children's progress regularly on a summative and formative basis with parental involvement in the setting and home settings. We provide the parents/carers with a 'Progress Check at the Age of Two', which they are encouraged to share with other relevant professionals. The setting will print paper copies of the progress check so the parents can share these. Where a child attends another provision that provides the EYFS, we aim to work with them to complement a good overall programme.

The four principles of the EYFS guide our practice. We ensure that:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers
- Children develop and learn in different ways and at different rates

There are seven areas of learning and development that shape our planning. All areas of learning and development are important and interconnected.

The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form

relationships and thrive.

The three prime areas are:

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

We also support children in four specific areas through which the three prime areas are strengthened and applied.

The four specific areas are:

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

If a child's progress in any prime area gives cause for concern, we will discuss this with the child's parents/carers and agree how to support the child. This may include involving other professionals and developing an Individual Education Plan (IEP). For children whose home language is not English, we will take reasonable steps to support the use of the child's home language while developing their English language.

See the 'English as an additional language policy'.

The children's learning journeys are recorded on our online system, which is accessible on an app for parents/carers