

# EYFS POLICY

## Hunton & Arrathorne CP School

### 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 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, both indoors and out, 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 learning environment 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 rooms and gardens are 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 Hunton and Arrathorne Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

### Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well being. The overarching aim of the EYFS is to help young children achieve these five outcomes.

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 Hunton and Arrathorne 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.

### 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

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

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

### 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.

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 short observations, learning stories and collections of annotated evidence. These observations are collated in a personal Learning Journey Record Book for each child. The parents and guardians are given the opportunity to meet with the class teacher 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 carers. Staff are available each morning and afternoon, at handover times, for more informal matters.

### Learning through Play

At Hunton and Arrathorne 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:

- Class teacher will visit pre-school settings from which September's intake will be taken.
- Each child and their parents will be invited to spend some time at Hunton and Arrathorne Primary School in order to familiarise themselves with both the staff and environment. Usually 2 half days followed by a full day which includes lunch.

### Home and School Links

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

### 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. Individual Provision Maps identify targets in specific areas of learning for those children who require additional support in line with the school's Special Educational Needs Policy. 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.