

Early Years Foundation Stage Policy



Revised September 2019

Characteristics of young learners

When children start at Pre School, they all enter at different stages of development, depending on the input they have at home, whether they have attended other settings and simply because they are all individuals.

Where some children may be more comfortable playing with the bricks or painting some may be interested in learning their letters and numbers from the start. Our belief at Little Deers Apperley Pre-School is that the children can learn through whatever activity they select if they are encouraged to enjoy what they do and to talk about it. Children have different learning styles, and due to the nature of a Pre School setting, these styles are taken into account in the range of activities that are available. Most children learn through “doing” rather than being shown or told about something, so they should be exposed to as many hands-on experiences and real-life experiences as possible to help them to build up ideas and skills, learn how to understand the need for rules and to make sense of the world around them.

Principles

The principles which guide the work of all Early Years practitioners are grouped into four themes. They should work together to underpin effective practice in the delivery of the EYFS 2012. These themes are taken from the **Statutory Framework for the Early Years Foundation Stage**:

- 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 and/or carers; and
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in Early Years Provision, including children with special educational needs and disabilities.

Teaching and learning

At Little Deers Apperley Pre-School we aim to provide a rich and stimulating learning environment to enable children to reach their potential, but also to feel safe and secure.

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Child initiated activities are complemented with a fulfilling range of adult led activities to enable purposeful play.

Outdoor Learning

At Little Deers Apperley Pre-school we consider outdoor learning to be of equal value to indoor learning because we recognise that it has a positive impact on children's well-being and development. Children are provided with the support of attentive and engaged adults who are enthusiastic about the outdoors and understand the importance of outdoor learning. Our outdoor learning area is currently under development, the plan is to enhance it so that is richly resourced with play materials that can be adapted and used in different ways.

Learning and Development

Staff at Little Deers Apperley Pre-school work in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for school. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Staff encourage the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.

Curriculum and Planning

The EYFS 2012 recognises seven areas of learning and development that must shape educational programmes in our setting. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the *prime* areas, are:

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

Staff also support children in four *specific areas*, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding the world; and

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- Expressive arts and design.

Assessment

In the Foundation Stage, learning occurs in everything the children do, therefore practitioners should be ready to observe and record at all times. At Little Deers Apperley Pre-School the staff keep an ongoing record of observations and have regular dialogue about individuals' progress. It is essential that they write down or photograph all achievements, and to write down or tape any comments that children make that show where they are in their development. It is important for the staff to make regular time to be unattached to a group and to be free to observe children at play.

Evidence and observations are used to inform the ongoing Summative Assessments that staff complete for each of their Key children using a best fit judgement. Staff observe children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, staff respond to their own day-to-day observations about children's progress, and observations that parents and carers share.

Assessments are used to show the level children are working at, but also crucially to inform the next steps of the children's learning. As well as the range of evidence that is collected throughout the year we consider one of the most important things when updating the EYE profile is the teachers' knowledge of the children.

Parents and/or carers should be kept up-to-date with their child's progress and development. Staff address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Induction and transfer

Many of the children at Little Deers Apperley Pre-School will transfer to Apperley and Deerhurst School. The school and the Pre-school have strong links and attempt to involve each other in as many events as possible. The Foundation Stage teacher is encouraged to visit the Pre-school regularly and to join in with activities to become acquainted with the children. During the Summer term children receive many opportunities to come to the school and enjoy snack time sessions and use of the outdoor learning environment. During this term the children attend regular sessions alongside the current Reception children and Year Ones to help familiarise themselves with the classroom, teachers, support staff and future classmates.

