

Manor Hill First School



Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a Child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”.

Statutory Framework for the Early Years Foundation Stage 2017

This policy has been based on the four overarching principles of the EYFS.

A Unique Child

Child Development

We aim to provide children in the Foundation Stage at Manor Hill with positive early experiences that will build upon what children already know through being sensitive to their needs, communication and learning style interests and individual stage of development.

Inclusive Practice

We recognise that children and their families have a right to be treated equally and fairly, adults promote equal opportunities and anti-discriminatory practice.

Keeping Safe

When parents entrust their child into our care they must feel that their child is safe. We involve children in developing the boundaries which will help them to keep safe. We have secure grounds, entrances and exits. Parents are requested to let us know who will be collecting their child at the end of the day; children are only released to that person. Staff have been assessed as being ‘suitable’ to work with children and staff to children ratios are being met.

Health and Well-being

We actively promote good health, through offering healthy school meals. To have access to fresh drinking water, milk and fruit each day. Offering a balance of activities - to be quiet and rest and to have space for large physical activity.

Helping children to become aware of their bodies, personal hygiene and to make healthy choices.

Positive Relationships

Respecting Each Other

We have a caring professional team of staff who show respect towards each other and the children and their families.

Parents as Partners

We recognise and value the role of the parents -

We aim to provide a welcoming atmosphere, right from the family's first visit to Manor Hill. Our induction programme offers a tour of the school, an opportunity to meet the Foundation Stage team and Head Teacher. Information about first days at school, the routine and arrangements made for small group visits for parents and children. Opportunities are arranged to share information about their child with the team. Parents are invited into the school for sessions in the class, also for workshops and to discuss their children's progress. They contribute to their children's learning and development record.

Supporting Learning

We aim to build up relationships with the children through listening and observing them to be able to support, encourage and extend their learning further. Staff are suitably qualified and access training to update their professional development.

Key Person

Parents and children need to have continuity; each child is assigned a Key Person, a member of staff who works constantly in their room and is the first point of contact . This continuity helps to build relationships with parents and children.

Enabling Environments

Observation, Assessment and Planning

Observing a child enables staff to analyse and then to plan appropriate learning experiences. Parents are encouraged via the 'Home school link' activities to contribute to this process through the observations they make at home through the learning book platform. The EYFS Profile is completed for each child during the Reception year and is shared with parents and the year 1 teacher.

Supporting Every Child

We recognise that children are on a learning journey which starts well before they enter the Reception class they will build upon the things they have experienced at home and in previous settings, through the transition process from the private nursery at Manor Hill. The transition process enables the Reception class teacher to liaise with the nursery staff and to see what the children's interests are and any individual needs or talents they may have.

The Learning Environment

We aim to provide a learning environment which makes children feel welcome and confident to explore and learn both inside and outside. Children are expected to be able to access equipment and materials they need independently and to take responsibility for returning them when they have finished. Outdoor opportunities are plentiful, with a distinct outdoor area for each class, access to the larger playground and to the Forest School Area.

The Wider Context

In order to achieve the Every Child Matters outcomes for children – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being, staff communicate with any agencies that the children and their families may be involved with. This will start with transition and the induction programme which brings together information from staff from the children's previous setting, listening to and supporting parents, meeting the school nurse or other agencies. Looking at the provision for the before and after school care, discussing trips to local places of interest and involvement of local people who visit the school from the community. At the end of the Foundation Stage, children will start the transition process into year 1 (key stage 1). The classrooms children are familiar with the Year 1 teacher and have regular opportunities to visit the class.

Learning and Development

Play and Exploration

We value the importance of play for children's development; play is the way in which children make sense of the world in which they live. We aim to provide a stimulating environment and skilled practitioners which/who will support and develop children's learning through play.

Active Learning

We want children to become independent and have control over their own learning; children will be encouraged to develop their interest in learning through challenges, activities and questioning which will extend their ability to make decisions and develop their thinking.

Creativity and Critical Thinking

We want children to extend their thoughts and ask questions providing them with opportunities to extend their play and make connections in their learning by allowing them to explore a variety of resources and experiences which will extend their learning.

Areas of Learning and Development

The Early Years Foundation Stage learning and development comprises of seven areas of learning and development. All areas are connected to one another and are equally important.

The three *prime* areas are “...particularly crucial for igniting children’s curiosity and enthusiasm for learning,” (Statutory Framework for the EYFS 2012).

These areas are

- Communication and Language
- Physical Development
- Personal and Social Development
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The prime areas are strengthened and applied through the four specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

This policy is specific to the Early Years Foundation Stage. The whole school policies are also relevant to children in the Foundation Stage.