

# Stanbridge Primary School

## EARLY YEARS FOUNDATION STAGE (EYFS) POLICY



Signed (Chair):	Name:	Date: 11/05/15
Signed (Headteacher):	Name: Miss F Bertham	Date: 11/05/15
Ratified: by Finance Committee	Next Review: Term 5 (16/17)	

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>	Early Years Foundation Stage (EYFS) Policy	<b>Date:</b>	11/05/15
EIA CARRIED OUT BY:	F Bertham	EIA APPROVED BY:	F Bertham

### Groups that may be affected:

<b>Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)</b>	<b>Existing or potential adverse impact</b>	<b>Existing or potential for a positive impact</b>
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
<b>Gender Reassignment</b> (transsexual)		
<b>Marriage and civil partnership</b>		
<b>Pregnancy and maternity</b>		
<b>Racial Groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		
<b>Gender</b> (male, female)		
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

# **Stanbridge Primary School**

## **Early Years Foundation Stage (EYFS) Policy**

### **Rationale**

Stanbridge School Foundation Stage is committed to providing a safe, secure and stimulating environment in which our youngest nursery and reception aged children can prosper. Using the EYFS we will provide learning experiences that enhance and encourage the child's intellectual, social, emotional, cultural, moral and physical development. The practitioners in our setting will work in partnership with parents/carers to provide a supportive inclusive experience where everyone is valued and all achievements are celebrated.

### **Purpose**

Through implementation of the revised EYFS children have the opportunities to develop in the following areas:

The three prime areas:

1. personal, social and emotional development
2. physical development
3. communication and language

and the four specific areas:

4. literacy
5. mathematics
6. understanding the world
7. expressive arts and design

A balance of child initiated and adult led opportunities will be planned in order to achieve a broad, balanced and appropriate curriculum using stimulating resources and various teaching styles.

**The ethos 'Playing to Learn' is embedded as an underlying principle in our setting.**

### **Guidelines**

- The curriculum will be broad and balanced and matched to the child's individual needs.
- Children in the Foundation Stage make no distinction between 'play' and 'work' and practitioners will value a play curriculum that supports and extends knowledge, skills, understanding and confidence.
- Children will develop a variety of skills and concepts across all areas of the curriculum.
- Children need to be given a balance of adult led and child initiated activities and experiences where they can learn, play and explore.
- The Development Matters statements and other assessment frameworks will be used to assess progress. In addition, an individual child's learning 'journey' will be kept in the form of a Learning Diary. These will include observations, photographs, annotated examples of work, child comments and family contributions through a variety of ways including 'WOW' slips and 'photos of learning' for home comment. Parents/carers will have opportunities during the year to view all records and discuss their child's progress. A written report will be made in July. The sharing of the Foundation Stage Profile results will form part of the transition information for Y1 teachers.
- Children may be working beyond the Early Learning Goals in the Foundation Stage and an appropriate extended curriculum will be planned in this event.
- Foundation staff attend Local Authority Transition meetings so information about individual children can be shared.

- Practitioners will strive to ensure all children feel safe and secure in a rich and stimulating environment.
- The outdoor learning environment will be an integral part of the daily curriculum.
- Resources should be varied and appropriate to the child's needs. The ethos of continuous provision following children's interests as far as possible will be in place.
- Planning needs to be flexible showing how all the areas in the curriculum can be developed. Long term plans are avoided to allow the children to be at the centre of the learning.
- The Statutory Framework will be used alongside the EYFS document for the reception aged children in the Foundation Stage. The EYFS will be delivered for children in the nursery class. Nursery will introduce some of the speed sounds (phonic sounds) on an individual basis as appropriate and Reception will deliver Read Write Inc. according to the needs of the cohort.
- Adults will be role models and expect high standards of behaviour following the school behaviour policy.
- Parents/carers will be valued as their child's first educators. Practitioners will work in partnership with families at every opportunity.
- Children will enter the Foundation Stage with different skills and knowledge and the curriculum planning will give opportunity to build on what children can already do.
- All children are equally welcomed and differences relating to ethnicity, culture, religion, special educational needs or disability are respected and valued for the rich diversity they bring.
- Admissions will follow South Gloucestershire guidelines.
- Practitioners in the Foundation Stage will receive inset training annually in order to keep up to date with current practice. This may be through external courses or in-house or Inset training.

This policy has considered the implications and should be read in conjunction with the School's Equal Opportunities and Race Equality Policy, Special Educational Needs, Health and Safety Policy and all relevant National Curriculum, QCA and Department of Education guidelines.