

Davenham Church of England Primary School

“Working Together, Playing Together, Serving God and Serving Others

“...encourage one another and build each other up...”

1 Thessalonians 5:11

POLICY FOR EARLY YEARS FOUNDATION STAGE (EYFS)

INTRODUCTION

Education in the Early Years Foundation Stage (EYFS) is the foundation upon which children build the rest of their lives and is an education which encompasses all learning. It is concerned with the physical, social, emotional, aesthetic, and intellectual development of the individual child, with no one area standing in isolation. The aim of the educational provision in Early Years is the fulfillment of the highest realistic expectations of each child in all areas of their development.

INTENT

- For children to feel happy and secure and to view themselves as valued members of Davenham school and the wider community.
- For children to be able to self-regulate and manage their emotions.
- For children to be able to communicate their needs in order to learn effectively.
- For children to develop resilience as learners so that they know when and how to ask for help.
- For children to recognise and set their own personal goals and to have a sense of pride in their achievements.
- To provide opportunities for play so that children can develop their own preferences.
- To support children to make their own decisions and choices.
- To provide a wealth of opportunities which encourage and support children to promote their independence, allowing them to engage with activities driven by their own interests or fascinations.
- To have a secure understanding of early phonics to support their journey as readers and writers.
- To have a secure understanding of early number to support their journey as mathematicians.

IMPLEMENTATION

Children in EYFS are given varied and rich opportunities to interact with other people and with the world around them. Each child is viewed as a unique individual with specific needs to be met in appropriate ways and with individuality being encouraged.

Children with special educational needs participate fully in the early year's curriculum. Children with physical and or educational needs will receive appropriate assistance and support over and above the entitlement of all children.

We follow the Early Years Statutory Framework for the Early Years Foundation Stage (September 2021). This framework specifies the requirement for learning and development in the Early Years and provides prime and specific learning.

Within the EYFS curriculum, there are 3 Prime Areas and 4 Specific Areas.

THE PRIME AREAS OF LEARNING

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development.

THE SPECIFIC AREAS OF LEARNING

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

We encourage active learning to ensure that the children are motivated and interested and we take time to get to know children's individual interests and likes in order to support their learning.

We use child-led planning to develop provision within the setting.

Each area of learning is implemented through planned and purposeful play and a mix of child led and adult initiated activities. This is supported through a well-resourced inside and outside environments with staff who can skillfully interact and challenge.

Children have opportunities to take charge of their own learning through discussion and choice. This approach allows the children to develop their skills through the characteristics of effective learning. This effective learning is sourced through areas of learning: playing and exploring; active learning and creating and thinking critically. Independence is fostered and each child is encouraged to reach his/her full potential.

THE CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'.

Active learning

- Being involved and concentrating
- Keeping trying
- Enjoying and achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do things

In Reception, all children will have a short structured daily phonics and Maths lesson. The children will take part in small group work to develop their mathematical, reading and writing skills. The children will have the opportunity to develop their phonics and early reading skills through a daily RWINCnc session.

Staff in EYFS spend time playing alongside children in the provision. Observations and notes are made in response to the learning and interests that have been demonstrated which can be further developed and extended. As a result, the provision is organised based on the children's interests and next steps.

There is an effective balance between child led and adult led activities.

We use a rolling snack system to promote independence, encourage problem solving and to avoid unnecessary breaks in the children's engagement.

To use the outdoor classroom effectively, children wear an EYFS specific uniform, consisting of jogging bottoms, sweat shirts, and trainers. This uniform allows the children to play outside and gives them the freedom to become involved in 'messy' play.

RWINC is used to teach phonics and the children are assessed throughout the year using RWINC assessment tools.

Mathematics is taught through the Firm Foundations Numicon Planning.

IMPACT

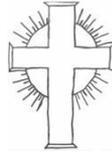
We believe that knowing the children as individuals is the most important factor in supporting their development. This knowledge, along with formative assessment and day to day observations of the children supports on-going assessment against the age-bands set out in Development Matters. These assessments inform future teaching and learning.

At the end of the year, children are teacher assessed towards the early learning goals. Teachers will make a holistic, best fit judgement about a child's development and their readiness for Year 1.

We want children at the end EYFS to be excited and enthusiastic about learning so that they can continue to thrive as they move into Year 1.

EQUALITY STATEMENT

Davenham Primary School is committed to ensuring equality of opportunity for all children, staff, parents, carers and visitors irrespective of their race, gender, gender identity, disability, religion or belief, sexual orientation, marital status, age or pregnancy and maternity. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all



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POLICY FOR EARLY YEARS

Effective Date	28 March 2022
Review	Every 3 years
Review Date	March 2025
Person Responsible	Joanne Hyslop
Signed Headteacher Joanne Hyslop	
Signed Chair of Governors Debbie Mercer	Debbie Mercer