

Policy title: KOA EYFS Policy
All-through: Primary phase
Date adopted: 13 November 2017

Version	Date	Page	Change	Origin of Change <i>E.g. change in legislation</i>
V 1.0	19 September 2016			
	November 2017		No Change	

Rationale

“Education is the kindling of a flame, not the filling of a vessel”

Socrates

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At King's Oak Academy, children join Reception class in the September of the year that they turn five. A child's early education lasts a lifetime; it's the foundation for lifelong learning. At King's Oak Academy we value the important role EYFS plays in laying a secure foundation for future learning and development.

The EYFS is based upon four principles:

- A Unique Child – developing resilient, capable, confident and self-assured individuals.
- Positive Relationships – supporting the children in becoming strong and independent.
- Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and Development – an acknowledgement that children learn in different ways and at different rates.

Aims

To provide a broad, balanced, relevant curriculum; this will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential using play as the vehicle for learning.

To provide a safe, challenging, stimulating and caring environment both indoors and out which is sensitive to the needs of the child, including children with additional needs;

To use and value what each child can do, assessing their individual needs and interest, helping each child to progress;

To enable choice and decision-making, fostering independence and self-confidence;

To create a partnership with parents/carers to support and enhance the children's learning and development.

Promote equality of opportunity and ensure that all children and families feel valued, respected and included and that classroom resources and activities reflect their families, culture and language.

To value each child as an individual and to ensure learning and teaching is based on the understanding that children develop at different rates.

Plan challenging learning experiences, based on the individual child, informed by reliable, accurate and inclusive observations and assessment.

The curriculum

Our curriculum is carefully structured to provide opportunities for children to learn through a range of rich, meaningful first-hand experiences. These are purposefully planned in all areas of learning and development in the indoor and outdoor environment using play as the learning vehicle. Some learning is led by adults and some by the children themselves. Appropriate intervention by practitioners supports children to engage in the learning process and to extend their learning.

Our curriculum enables children to learn and develop skills, attitudes and understanding in these areas of learning:

The Prime Areas

- Communication and Language
- Physical Development
- Personal, social and Emotional Development

The Specific areas

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

These prime and specific areas of learning are achieved through:

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

Enabling Environment – The Environment as the third teacher

We recognise that the environment plays a key role in supporting and extending the children's development and that the use of resources and the environment needs to be carefully planned. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Children have the freedom to move between the indoor and outdoor learning environment throughout the school day.

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 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 long and short recorded observations and this involves the teacher, teaching partner and other adults, as appropriate.

Each child has a 'Learning Journey' which is a record of their learning through their Reception year and is linked to the Early Years Outcomes and end of year Early Learning goals.

Parents and carers are partners in the assessment process through regular meetings, home visits, WOW moments and family learning consultations.

Safeguarding

Children's safety and welfare is paramount to us. We ensure that all children in the school are safe. We help children to learn about 'Rights and Responsibilities' to help them understand how to keep safe. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological wellbeing of all children. (See Whole School Safeguarding documentation for further information).

At King's Oak Academy we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2008. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment are safe and suitable for purpose through risk assessment of the outside area and reporting any potential hazards.
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements and our robust approach to Safeguarding and Health and Safety across the school can be shown to contribute to these requirements.

Induction

Inductions are carefully planned for and time is given to ensure a smooth and successful start to school. We acknowledge the child's needs and establish effective partnerships with those involved with the child, including other settings, such as nurseries.

During the Summer Term, prior to starting school the following September, a member of the EYFS team will, where possible, visit pre-school settings to meet each child and to hold a professional conversation with their key worker.

When children join the school in September the following procedures will apply so the children can gradually adjust to their new surroundings:

- During the first week of the Autumn Term, EYFS staff will visit each child in their home environment; children feel more at ease and are able to speak with teaching staff in a less formal way.
- During the second and third week, children will attend in small groups on specified days to enable relationships to be built.
- From the beginning of week four, children will attend for the full school day unless staff and parents/carers agree that it is not in the best interests of an individual child.