

Emmanuel Holcombe C of E Primary

EYFS Policy

**Vision Statement**

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

**Mission statement**

In our small, friendly school, everyone respects and cares for one another

In our community, church, home and school we work together to grown in faith and friendship

In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

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Policy written by: H Sanderson

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**Aim**

At Emmanuel Holcombe we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS Framework ‘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.’

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

* 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
* **Children develop and learn in different ways and at different rates**

**Principles into practice**

As part of our practice we:

* Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
* Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
* Work in partnership with parents and within the wider context
* Plan challenging learning experiences, based on the individual child, informed by observation and assessment
* Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
* Provide a secure and safe learning environment indoors and out

**Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children’s needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven 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 are the **prime** areas:

**Communication and Language**

**Physical Development**

**Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Our long term and medium term plans using the EYFS based on a series of topics each of which offers experiences in all seven areas. These plans are reviewed by the Headteacher. Please see our plans for more details. These plans then inform our medium half-termly term planning and short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children’s interests.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using ‘Letters and Sounds’, teaching aspects of Mathematics and Literacy, including shared reading and writing. The children also have two 1 to 1 or guided reading sessions each week.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities’

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children’s play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

**Observation and Assessment**

As part of our daily practise we observe and assess children’s development and learning to inform our future plans. We record our observations in a variety of ways including Tapestry. Everyone is encouraged to contribute including parents and discussions take place. Significant observations of children’s achievements are collated in their own personal online learning journey, which are shared with parents. We hold two Stay and Play sessions for parents and two parent’s evenings.

Within the final term of Nursery and Reception we provide the parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the teacher if they wish.

**Safety**

Children’s safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children’s safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and drinks (milk or water), we follow set procedures when children become ill or have an accident.

Please see our whole school policies and procedures on Health and Safety, Child Protection, Food and Drink; Illness and Injury.

**Inclusion**

We value all our children as individuals at Emmanuel Holcombe, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity and Learning Support.

**Parents as Partners and the Wider Context**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child’s learning. We welcome and actively encourage parents to participate confidently in their child’s education and care in numerous ways.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children’s experiences by taking them on outings and inviting members of the community into our setting.

**Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child’s needs and establish effective partnerships the adults that care for them.