



Olveston CEVC Primary School Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) extends from birth to the end of the Reception year. Entry into Olveston CEVC Primary is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the term after a child's fifth birthday). The Early Years Foundation Stage is important in its own right, and also in preparing children for later schooling.

This policy has been developed to reflect the themes and commitments as set out in the Early Years Foundation Stage (EYFS) document. The EYFS is a framework for children from birth to five. From September 2008 it has been mandatory for all Early Years providers.

The overarching aim of the EYFS is to help young children achieve the five *Every Child Matters* outcomes to:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a positive contribution and
- Achieve economic well being

The EYFS has four themes: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

At Olveston CEVC Primary we are all committed to providing a safe, caring and stimulating environment in which children can be happy, take risks and enjoy learning. A high emphasis is placed on the children developing a strong sense of identity while promoting warm, respectful and secure relationships within the school community.

Children are provided with a creative curriculum based on their own needs, interests and experiences. Through a balance of adult led and child initiated activities children can explore and develop the skills, knowledge and attitudes to help them make sense of the world around them and help them to become lifelong, independent learners.

A Unique Child

"Every child is a competent learner from birth who can be resilient, capable, confident and self assured".

At Olveston we aim to:

- recognise that children develop in individual ways and at varying rates
- give equal weighting to all areas of development with an understanding of the factors that may affect an individual child's progress
- treat children as individuals and ensure each has equality of opportunity irrespective of gender, disability, race, religion or culture
- provide a safe and secure learning environment appropriate to all children in the class
- teach children how to make choices, assess risks and keep themselves safe
- promote an environment in which every child feels able to make a positive contribution and enjoy personal success
- enable children to start to make healthy choices in relation to diet and exercise
- support children's emotional and social development
- be vigilant towards child protection issues

Positive Relationships

"Children learn to be strong and independent from a base of loving and secure relationships with parents".

At Olveston we aim to:

- provide a friendly, helpful induction package for all children/families new to the class/school

- interact with children and their families in a caring and professional manner in order to build meaningful relationships
- help parents in supporting their children once at school, in any way possible i.e. academically, emotionally, socially
- show respect in all our interactions in order that children learn what it means and to develop it themselves
- work closely with the families of all children at all times to ensure children achieve as well as they can
- build warm, trusting relationships in order to support children's learning effectively
- support children's transitions both within and outside the classroom
- talk with parents about their children's progress and development

Enabling Environments

"The environment plays a key role in supporting and extending children's development and learning".

At Olveston we aim to:

- plan a learning environment both inside and outside that encourages a positive attitude to learning
- put a strong emphasis on being outdoors to explore, use their senses and be physically active
- provide a well resourced environment that is safe, secure and accessible to all children
- carry out daily observations which inform the next steps for development and allow us to plan according to individual children's needs, interests and abilities
- record observations of children's learning in a variety of ways such as photographs, written reports, sticky labels etc
- assess children according to the Foundation Stage Profile on three occasions a year, across the six areas of learning
- encourage children's natural exploratory nature through a wide range of (sometimes messy!) activities and learn about risks
- provide challenging yet achievable activities
- carefully manage the transition into school
- foster good links with the local and wider community to provide a varied selection of experiences and environments for the children to engage with

Learning and Development

"Children learn and develop in different ways and at different rates and all areas of learning and development are equally important and inter-connected".

At Olveston we aim to:

- show recognition of the crucial role that play has in every area of a child's development
- provide the children with the time and space they need in order to try things out, solve problems and be creative
- support and extend children in their play where appropriate
- offer a wide range of physical and mental challenges with an emphasis on active learning, in order to engage children for sustained periods of time
- personalise learning so that each child is able to reach their full potential
- provide a balance of teaching and learning strategies to cater for the different learning styles of all children
- support children in making connections between things they've learned and experiences at home, at school and within the wider community
- communicate regularly with parents about children's development as well as twice a year through parent/teacher consultations
- send home learning journals at the end of the year, as well as a written report commenting on each of the six areas of learning
- draw on partnerships with pre-schools to personalise next steps in learning
- support parents in the understanding of how we teach phonics and reading and how they can support the process
- provide a program of home learning which supports what is going on in the classroom

The EYFS is made up of **six areas** of learning and development. All areas of learning and development are inter-linked and have equal weighting.

1) Personal, Social and Emotional Development

This area of learning is about emotional well-being, knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learning.

Personal, Social and Emotional Development feeds into all subjects of the National Curriculum.

2) Communication, Language and Literacy

This area of learning includes speaking and listening, linking sounds to letters and reading and writing simple words.

Communication, Language and Literacy links directly into the English National Curriculum and the Literacy Strategy.

3) Problem Solving, Reasoning and Numeracy

This area includes number recognition, calculating and shape, space and measures. 'Problem Solving, Reasoning and Numeracy' links directly into the Maths National Curriculum and the Numeracy Strategy.

4) Knowledge and Understanding of the World

In this area of learning children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. Knowledge and Understanding of the World forms the foundation for later work in Science, Design and Technology, History, Geography and Information and Communication Technology.

5) Physical Development

This area of learning includes large and small scale physical activity which develops an awareness and increased control of children's own bodies.

Physical Development leads into the National Curriculum for Physical Education.

6) Creative Development

This area of learning includes art, music, dance, role-play and imaginative play.

Creative Development leads into the National Curriculum for Art and Design, Physical Education, Music and Design and Technology.

At Olveston CEVC Primary we are committed to providing the highest quality Early Years education for children in the Reception age range. The aims of this policy have been devised so that parents, staff, governors and the wider community have a good understanding of how we achieve this.

The staff and Governors will review this policy annually.

Ratified by Curriculum Governors: July 2011

Date for review: July 2012