



Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage (EYFS) at King’s Infant School includes all the children in the Nursery and Reception classes. Children start school following the Spanish admissions system so therefore some children are up to a term younger than those in the UK, these children are identified and tracked separately. Within the classes there are a high proportion of learners with English as an additional language.

Aims of the Early Years Foundation Stage

Our aims for our EYFS children are as follows:-

- To enjoy the process of learning.
- To experience equality of opportunity in a caring, safe and secure environment.
- To be valued as individuals and acquire self confidence, independence and self-help skills.
- To develop enquiring minds, encouraging independent thought
- To gain knowledge, skills, concepts and attitudes that relate to all areas of the curriculum and to life.
- To learn attention skills and persistence, in particular the ability to concentrate.
- To support the development of positive attitudes, values and beliefs and an understanding of, and respect for, other people’s beliefs and culture.
- To experience personal achievement and appreciate the achievement of others.
- To develop a positive self image and an understanding of their value in society.
- To acquire the skills to communicate their needs, feelings and experiences
- To develop respect and responsibility for self and others.

The philosophy of the EYFS Department at King’s Infant School is to provide a firm foundation for all the children in the EYFS based upon these four guiding principles which form an essential part of our EYFS Policy:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development



A Unique Child

At King's Infant School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at King's Infant School are treated fairly regardless of race, religion, gender, abilities and life experiences. All children and their families are valued within our schools. We set realistic and challenging expectations that meet the needs of our children because we believe that all our children matter and we give our children every opportunity to achieve their best. In the Early Years Foundation Stage we set realistic and challenging expectations related to the needs of our children, so that they work towards the Early Learning Goals by the end of the Foundation Stage.

We ensure there is always a member of staff available who speaks Spanish to help with translation when relaying important information to the children and parents and when assessing some areas of the curriculum.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience
- and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help
- them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all
- children is valued;
- using resources which reflect diversity and are free from discrimination and
- stereotyping;
- planning challenging activities for children whose ability and understanding are in
- advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.



It is important to us that all children in the school are safe. We educate children on boundaries, agreed values and codes of behaviour to work together harmoniously. 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 well being of all children. (See Whole School Safeguarding Policy).

Welfare

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.” DfE 2012

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 is safe and suitable for
- purpose;
- 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.

Positive Relationships

At King’s Infant School we recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.



Parents as Partners

We recognise and value the importance of the parents' contribution to their child's education. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Providing regular communication with home through the contact books and dojo classroom behaviour and communication system
- Providing curriculum information and general school communication through newsletters, parent planners, the school website, parent shares through 2simple and blogs on the class story aspect of dojo.
- There is an opportunity for formal meeting for parents in the Autumn, Spring and Summer terms at which the teacher and the parent discuss the child's progress with the teacher.
- Parents receive a report on their child's attainment and progress termly;
- We hold meetings/workshops regularly through the year.
- Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- Arranging for children to fully participate in our 6 week transition process to enable them to confidently join new classes in September.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Learning Assistants. However each member of the EYFS team has a 'family group' allocated to them to work specifically on PSHE and speaking and listening daily. This allows confidence and trust to be built with a specific member of the team who may gain develop a deeper relationship with the child and therefore can build a comprehensive understanding of the child's personality, abilities and interests.

Spiritual, Moral, Social and Cultural Education.

At King's Infant School the promotion of pupils' spiritual, moral, social and cultural education is considered to be a whole school approach. It is promoted not only through all the areas of the curriculum but also through the ethos of the school and through the development of positive attitudes and values. It supports all areas of learning in the Early Years Foundation Stage and makes an important contribution to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. This is brought about by caring relationships with Early Years staff, constant guidance and nurturing in social interaction and behaviour and by building on the children's self esteem through inclusive practice and respect.



Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning. The Foundation Stage is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. There are a range of learning areas, where children are able to find and locate equipment and resources independently. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active.

Learning and Development

At King's Infant School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

Teaching and Learning Style

"Children will become more deeply involved when you provide something that is new and unusual for them to explore especially when it's linked to their interests"
(Development Matters in the Early Years Foundation Stage 2012)

Effective teaching and learning in the foundation stage is characterised by:

Play and exploring:

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

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. We place an important emphasis on child initiated play or learning which gives the children the freedom to develop their own learning at their own pace. The carefully planned play activities enable the children to develop their independence in a positive and nurturing environment, in which new experiences can be explored without fear or failure.



Active learning.

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

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Critically and creative thinking:

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

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

(Development Matters in the Early Years Foundation Stage 2012)

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Features that relate to the EYFS are:

- the understanding that teachers have of how children develop and learn, and how this affects their teaching
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- the encouragement for children to communicate and talk about their learning, and to develop independence
- the support for learning with appropriate and opportunities to access indoor and outdoor space, facilities and equipment
- the identification of the progress and future learning needs of children through observations



Areas of Learning

The EYFS is made up of three prime areas and four specific areas of learning.

Prime areas:

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

Specific Areas:

- Maths
- Literacy
- Understanding of the World
- Expressive arts and design.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Observation, Assessment and Planning

The planning within the EYFS is based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these in response to the needs, achievements and interests of the children. This will be indicated on weekly planning in the rationale.

We continually assess children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS generally takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of ways and used to inform the EYFSP.

Leadership and Management in the EYFS.

It is the responsibility of the Early Years Foundation stage teachers to follow the principles stated in this policy. Curriculum leaders formulate action plans through a continuous cycle of observation, data analysis, discussion, training and reflection in order to ensure improvement and progression. This is overseen by Senior Leadership Team.

Created and Reviewed by: Rachel Davies, September 2016	Policy Category: <i>Curriculum</i>
Approved by: <i>King's group Board</i>	Date: October 2016
	Next Review: September 2017



King's Infant School
The British School of Madrid

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