



Penryn Primary EYFS Policy

*“Every child deserves the best possible start in life and support to reach 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.” **Early Years Foundation Stage Handbook (May 2008)***

The Early Years Foundation Stage (EYFS) applies to children from Birth to the end of the Reception year. At Penryn Primary Academy children are able to join EYFS in Nursery (either as a rising 3 or after their 3rd birthday) or at the beginning of Reception Year.

The EYFS is based upon four principles:

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

A Unique Child

At Penryn Primary Academy 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning. During the Reception year children meet our Achievosaurus who encourage the Characteristics of Effective Learning and Growth Mindset.

Inclusion

As a Trauma Informed School (TiS) we value the diversity of all individuals within our setting. All children at Penryn Primary Academy are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We endeavour to give our children every opportunity to achieve their best. We do this by taking account of children’s range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs,

children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. 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
- 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 aim to educate children on boundaries, rules and limits and to help them understand why they exist. 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 Children 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." **Early Years Foundation Stage Handbook (May 2008)***

At Penryn Primary 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 2007. 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.

Positive Relationships

At Penryn Primary Academy we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. 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, usually through a home visit
- the teacher offers to visit or contact Nursery/Pre-schools setting prior to them starting school
- the children have the opportunity to attend "open afternoons" and "stay and play sessions"
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the child's teacher if there are any concerns.
- Regular Parent Meetings that coincide with children's focus weeks
- arranging a range of activities throughout the year that encourage collaboration

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. In our Reception classes the EYFS teacher acts a 'Key Person' to all children in the class, supported by the Teaching Assistant. In Nursery, The Nursery Lead acts as 'Key Person'.

Enabling Environments

At Penryn Primary Academy we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows a long and medium-term planning format, which are based around termly themes with mini topics. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter medium term plans in response to the needs (achievements, interests and next steps) of the children.

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 observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual Tapestry Learning Journals. They also contain information provided by parents and other settings.

At Penryn Primary Academy, we use Tapestry to record judgements against the EYFS Profile and Development Matters.

In line with national guidance all children are baselined within the first six weeks of school entry (nursery) and again within the first half term of starting Reception.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the Characteristics of Effective Learning & ELG's.

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The Reception and Nursery each has its own enclosed outdoor area. Reception children also have weekly access to Forest school. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Learning and Development

At Penryn Primary Academy we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Teaching and Learning Style

Our policy on Teaching and Learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- 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 and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;

Playing and Exploring

“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.” **Early Years Foundation Stage Handbook (May 2008)**

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

*“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.” **Early Years Foundation Stage Handbook (May 2008)***

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.

Creativity and Critical Thinking

*“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.” **Early Years Foundation Stage Handbook (May 2008)***

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.

Areas of Learning

The EYFS is made up of seven strands of learning in two areas:

| Prime Areas | Specific Areas |
|--|---|
| Personal, Social & Emotional Development Making Relationships Self Confidence & Self Awareness Managing Feelings & Behaviour | Literacy Reading Writing |
| | Mathematics Numbers Shape Space & Measures |
| Communication, Language & Literacy Listening & Attention Understanding Speaking | Understanding the World People & Communities The World Technology |
| | Expressive Arts & Design Exploring & Using Media & Materials Being imaginative |
| Physical Development Moving & Handling Health & Self Care | |

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area Development Matters follows the progress of children through phrases until they reach Early Learning Goals (ELG's) which define the expectations for most children to reach by the end of the EYFS.

British Values

The Department for Education (DfE) have laid out a clear statutory requirement for Early Years providers to actively promote the fundamental British Values of Democracy: Rule of Law, Individual Liberty and a Mutual Respect and Tolerance for those of a different faith or belief. This is what it means for children in our setting:

Democracy – Making decisions together (as part of Self Confidence and Self Awareness).

- Staff will encourage children see themselves in the bigger picture by expressing views, but also by valuing the views and ideas of others. Model sharing and turn taking.
- Sharing feelings and expressing needs will be encouraged and when appropriate demonstrate democracy in action, e.g. by a show of hands.

Rule of Law – Understanding rules matters (as part of Managing Feelings and Behaviour).

- Staff will support children to understand their own and other's behaviour and the consequences and to learn to distinguish right from wrong.
- Staff and children can collaborate to create rules and codes of behaviour in their settings, e.g. to agree the rules about tidying up and ensure that understand why we tidy up.

Individual Liberty - Freedom for all (as part of Self Confidence and Self Awareness and People and Communities).

- Children should develop a positive sense of themselves. Staff should provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
- Staff should provide a range of opportunities to explore the language of feelings, responsibility, reflect on their differences and understand why are free to have different opinions.

Mutual Respect and Tolerance – Treat others, as you want to be treated (as part of People and Communities, Managing Feelings and Behaviour and Making Relationships).

- Staff should create an ethos of inclusivity where faiths, views, cultures and races are valued, and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation for their own and other cultures, know about similarities and differences.
- Staff should promote diverse attitudes and challenge stereotypes, for example sharing stories that reflect and value the diversity of children's experiences and providing activities and resources that challenge gender, cultural and racial stereotyping.

Monitoring and Reviewing

It is the responsibility of the EYFS Leader to follow the principles in this policy. . The Head teacher, Aspire Trust and EYFS Leader will carry out monitoring in EYFS as part of the whole school monitoring schedule.

This policy is a review of the previous EYFS policy dated: January 2019 and will be reviewed again in Autumn 2021 when changes to the current EYFS curriculum come into force.