



[www.emmausfederation.co.uk](http://www.emmausfederation.co.uk)

## Early Years Foundation Stage Policy

### Introduction:

This document is a statement of the philosophy, aims, principles and strategies for the delivery of the statutory Early Years Foundation Stage (EYFS) Curriculum in the Foundation stage class at the Emmaus Federation. Our play-based, child-centred approach ensures that the delivery of the EYFS meets the needs of every child within our foundation class and enables them to grow and develop to the best of their abilities. We demonstrate and strongly believe that it is every child's right to grow up safe and healthy whilst enjoying and achieving, making a positive contribution and with economic well-being.

### Philosophy:

It is our mission to create a stimulating, happy and secure environment, which will promote the learning process for all of our children and where friendship and confidence may flourish.

We believe that childhood is a time of play and that through play, children discover the excitement of learning and the rewards of achievement whilst acquiring and developing life skills.

We consider the development of the intellectual, emotional, social, physical and spiritual potential of every child and plan learning opportunities accordingly in order to nurture the independent growth of the characteristics and abilities of each child.

We recognise the importance of, and aim to foster and encourage, 'emotional intelligence' in order that each child reaches their own personal and academic potential; in turn we strive to support the development of school readiness: being ready to learn, being responsible for our learning, being reflective learners, being resilient learners.

We value our community where children, parents/carers and staff can feel safe and happy, thus enabling them all to work together.

We foster an ethos of tolerance and mutual respect.

### Aims:

- For our children to feel safe, nurtured, loved and supported;
- To provide a carefully planned, bright and engaging learning environment in which children can develop skills, attitudes and understanding that will help them to live happy, satisfying lives and become confident, creative, active members of our diverse and constantly changing society;

- To provide opportunities for each child to become a valued member of the school community so that a strong self-image and self-esteem are promoted.
- To develop, through appropriate adult support for play, key learning skills such as listening, speaking, concentration, persistence and learning to work together and to co-operate with other children.
- To encourage a positive attitude with a disposition to learn, where curiosity, excitement, willingness to 'have a go' and persistence, self-motivation and self-challenge are all equally fostered.
- For each child to be sociable, happy, enquiring, confident, stimulated and excited to learn.
- For each child to communicate her/his needs, understand those of others and to be ready to move on and make the most of what school and life have to offer.
- To provide a broad and challenging experience for our children, both indoors and outside.
- To develop the intellectual, emotional, social and spiritual potential of every child.
- To nurture the independent growth of the individual characteristics of each child.
- To promote healthy growth through correct nutrition, fresh air and hygiene.
- To celebrate success as being the starting point to learning
- To establish a partnership with all parents for the mutual benefit of children, parents and staff.
- To offer opportunities for each child to 'find out' both verbally and non-verbally, through language, books, equipment, music, visits, meals, visual stimuli, mathematics and play.
- To assess and evaluate the development of each child through observation, assessment and planning.
- To recognise signs of mismatch with normal development and to liaise with parents and expert help accordingly.

### **Principles Underlying our Curriculum**

The principles of the EYFS are grouped into four distinct themes:

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

The themes are broken down into four commitments describing how the principles that guide our work are put into practice:

**A Unique Child** recognises that every child is a competent learner who can be resilient, capable, confident and self-assured. We aim to deliver a curriculum in which every child:

- Is given the opportunity to attain in all areas of their development: Physical, Cognitive, Linguistic, Spiritual, Social and Emotional.

- Is equally valued as an individual.
- Has access to a happy and safe environment where s/he can become an independent and confident learner.
- Has access to an environment that promotes his/her health and well-being.

**Positive Relationships** describe how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. We aim to deliver a curriculum which allows children to be supported by:

- Caring professional relationships and respectful acknowledgement of feelings.
- Staff working in close partnership with parents.
- Warm, trusting relationships with knowledgeable adults.
- A key person giving reassurance and ensuring children feel safe and cared for.

**Enabling Environments** explains how the environment plays a key role in supporting and extending children's development and learning. We aim to deliver a curriculum in which:

- Planning is informed by observing current interests, development and learning.
- Every child's learning journey is supported through planned experiences and activities that are challenging but achievable.
- Children have the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.
- Children are supported by staff and other professionals working in close liaison.

**Learning and Development** recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and interconnected. We aim to deliver a curriculum which allows children to:

- Learn through play and exploration.
- Sustain active learning through physical and mental challenges.
- Have opportunities through play to discover connections, think critically and ask questions.
- Learn and develop in the 7 Areas of Learning & Development as an outcome of individual interests and abilities.

### **Strategy for the Delivery of the Curriculum**

Children at this stage are constructing a framework for learning and life. They are acquiring key attitudes to learning and exploring learning processes, as well as acquiring a core of knowledge and a grasp of language.

Initially information given by parents, then by our own observations, informs our planning of the learning environment to stimulate and motivate each child to progress at his/her own pace.

The curriculum in the Foundation Stage is broad and balanced and encompasses the prescribed Prime and Specific 'Areas of Learning and Development':

**Prime areas** are fundamental, work together, and move through to support development in all other areas, they are:

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

**Specific areas** include essential skills and knowledge for children to participate successfully in society, they are:

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

Our curriculum is child-centred, focused upon the development of the individual child, socially, emotionally, physically, aesthetically, morally and cognitively. We recognise that the needs of our young children are such that it is not possible to separate their need for learning experiences from their need for care and emotional support.

Children learn through their senses and through powerful interaction with their environment. There is a strong focus on play-based and outdoor learning together with a combination of structured play, first-hand experience and some directed teaching. The development of the whole child is considered crucial.

Active exploration and autonomy are encouraged. Opportunities for investigation and discovery in both the indoor and outdoor environment are provided and adults play a key role in enriching and extending learning potential. A wide range of resources is provided to stimulate interest and nurture curiosity. We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. We use resources that reflect both the community that the children come from and the wider world. We encourage the children to select resources and make choices to develop independent learning.

In order to achieve our stated aims the children are given opportunities to enjoy activities which address all seven areas of learning along with the key concepts of the Characteristics of Effective Learning:

- playing and exploring
- active learning
- creating and thinking critically

One activity can develop skills and competencies across several areas of learning and address many learning outcomes.

In addition, on a weekly basis:

- All curriculum areas are fully integrated into the EYFS provision to allow for the curriculum to be taught with breadth and depth and to ensure good progress starts from reception age.
- P.E. is undertaken both indoors and outdoors each week.
- Children participate in Forest School three times a week.
- Indoor and outdoor learning is interrelated and planned for together so that experiences begin in one environment and are extended in the other.

### **Strategies for Ensuring Progress and Continuity**

All staff are involved in the planning and review process. Long-term plans give details of our curriculum whilst detailed medium-term planning, based on key knowledge, knowledge building blocks, process knowledge and an enquiry led approach is used as a guide for weekly planning which is altered in response to the needs (achievements and interests) of the children. We also use a mixture of 'in the moment planning' and 'objective led planning' in order to close the gaps for all children and best cater for their varying needs and levels of development.

### **Strategies for Recording and Reporting**

Information from regular assessments of children's learning is used to ensure that future planning reflects identified needs. Assessment takes the form of observation involving all adults as appropriate. Observations are recorded in a variety of ways and used to inform next steps in the children's learning. Within the final term of the EYFS, a written report is provided for parents, reporting progress against the ELG's, Levels of Development and the Characteristics of Effective Learning. Teacher/parent consultations are held during the course of the year to discuss progress.

### **Health and Safety**

The children should be taught about hazards, risk and risk control. They are taught to manage their environment to ensure the Health & Safety of themselves and others. All equipment being used should be checked prior to each session and practitioners make their own judgements about equipment's suitability. Pupils and staff should dress appropriately with suitable footwear and outdoor clothing.

### **Policy into practice**

We agree

- To set up the classroom appropriately together at the beginning or end of the session.
- All EYFS staff take an active role in assessment, planning and evaluation of the curriculum.
- To take joint responsibility for all children regardless of gender, sex, ethnicity and ability.

- To work together in classroom management, working with children to resolve conflict and build up a positive approach to management of behaviour and create a happy working environment.
- To work harmoniously within the team, treat each other with respect and resolve differences of opinion openly and honestly. Thus, being a good example to children.
- To provide good quality, well differentiated learning opportunities for children at all times.
- That all adults will use all session time to focus on children and their learning.
- As far as possible preparation of resources and photocopying should be done prior to the session.
- To comfort children appropriately keeping contact to a minimum.
- To try and solve conflicts verbally with children but if restraint is needed for Health and Safety reasons there must be two adults present.

### **Outside Area**

We agree:

- Ensure teaching staff who are leading a Forest School session are Level 3 qualified.
- Ensure the headteacher for each school is Forest School qualified.
- To provide a broad and balanced a curriculum indoors as well as outdoors.
- To set up the outdoor area whatever the weather before school starts - all staff should work together to set up.
- That in very hot weather we encourage children to wear sun hats and sun cream. In very cold weather we encourage children to wear sturdy footwear/wellies, warm coats, scarves, hats and gloves.
- To teach respect for all plants and animals.
- To always have 2 members of staff outside for Forest School.

**Date of approval:** July 2021

**Review date:** July 2024

Signed:

Claire Collett  
Executive Headteacher

Ros Blowers  
Chair of Governors

