Early Years Foundation Stage Policy

(Version 3.0)

Amendment History		
Version	**Reason for Amendment**	**Date**
1.0	Updated	Feb 2020
2.0	Updated	Jan 2022
3.0	**Updated**	**Jan 2024**

Authorisation

Date Ratified: January 2024

Signed By: Tricia Brabham
On behalf of school governors

Signed by: James Oakley
Headteacher

Review Date: January 2026

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Mendip Green Primary School children join at the start of the Reception year, in which they turn 5, and complete the Early Years Foundation Stage Framework. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

Admission

Children often start school on a part time basis for the first few weeks before attending for full days. If children need longer to settle into the school routines this is discussed with parents and a plan mutually agreed upon.
Our Admissions are delegated to North Somerset School Admissions to allocate places in line with current guidelines for those children starting school in September.

During the Summer term staff hold a variety of events and an information session for the parents prior to their child starting school. Information relating to their child starting school is given out at this time.

The children and their parents also have an opportunity to visit school during the summer term. Information about school can also be found in the New to Mendip Green Information Pack. The partnership between teaching staff and parents is developed and maintained after the children have started school by means of an 'open door policy' as well as parent meetings.

Staffing

Our Early Years Foundation Stage classes have knowledgeable and trained teachers and classroom support assistants who are familiar with the Early Years Foundation Stage framework and are aware of the learning and development needs of young children. All staff are responsible for recording, observation and assessment alongside the class teacher.

Communication

Links with parents

Transitions from early years settings to Reception are carefully planned and carried out in a way that enables the children and their parents/carers to move positively from one setting to the other. We ensure that parents/carers:

- have clear information about the school and the early years provision
- are able to share information about their child's needs
- are able to visit with their child
- have a named member of staff

Links with pre-schools/nurseries

Strong links have been established with the local preschools, nurseries and childcare establishments to promote a smooth transition for children, and to ensure that relevant information is transferred. We aim to maintain and develop these relationships with visits and contact. Staff liaise with settings during the summer term prior to starting school.

The EYFS Curriculum and Environment

The EYFS is based upon four themes:

- A unique child
- Positive relationships
- Enabling environments
- Learning and developing

A Unique Child:

At Mendip Green we recognise that every child is a competent learner from birth, who can be resilient, capable, confident and self-assured. All children and their families are valued at Mendip Green. Children are treated as individuals and have equal access to all provision available. All children are encouraged to achieve their personal best learning, and planning is adapted to meet the needs of all groups and abilities.

Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SEND staff are approached for further information and advice.

Positive Relationships

We recognise parents are the child's first and foremost educators and we work hard to develop strong links with them. We do this by:

- Inviting parents into school before their child starts to discuss concerns/share information
- Holding parents' evenings during the school year
- Addressing concerns and being available through before and afterschool
- Encouraging links between home and school.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment with planned continuous provision.
Effective learning builds and extends upon prior learning and follows children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences.
Play-based learning is paramount, and children direct their own learning from carefully planned opportunities provided by staff.

Learning and Developing

At Mendip Green Primary School we recognise children develop and learn in different ways. Effective learning and teaching is supported through:

- The understanding that staff have the knowledge of how children develop and learn, and how this must be reflected in their teaching

- The range of approaches that provide first hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication
- The carefully planned learning and teaching that helps children to achieve the Early Learning Goals at the end of the Early Years Foundation Stage
- 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 identification of children's progress and next steps.

Areas of Learning and Development

The EYFS framework is made up of 3 prime and 4 specific areas of learning:

Prime Personal, Emotional and Social development
Physical development
Communication and Language

Specific Literacy – Comprehension, Word Reading and Writing
Mathematics – Number and Numerical Patterns
Expressive Arts and Design
Understanding the World

While these areas provide a framework for the early years curriculum, young children's learning does not easily divide up into distinct areas. A particular experience may develop learning over several of the areas at any one time. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS.

Play-Based Learning

Well-planned play, both indoors and outdoors, is one of the key ways in which children learn. It is the process through which children can explore, investigate, recreate and come to understand their world. It is not just imaginative play and role play but includes spontaneous, self-initiated lines of inquiry and exploration. Play is a vital component of children's lives. It is an important way that skills are developed and practiced. Play is essential for physical, intellectual, linguistic, emotional, and behavioural and social development.

Principles of high-quality Play

- Play is an intrinsic part of children's learning and development.
- Play has many possible, but no prescriptive outcomes.
- Play enables children to apply existing knowledge and to practise their skills.
- Play encourages children to communicate with others as they investigate or solve problems.
- Play offers children opportunities to explore feelings and relationships, ideas, and materials, connections and consequences. Play encourages children to struggle, to take risks and to become resilient learners

Role of the adult

- To observe child-initiated play to understand and provide for children's interests and needs
- To plan, and resource, a challenging indoor and outdoor environment
- To support children's learning through planned play activity
- To extend and support children's spontaneous/self-initiated play
- To extend and develop children's language and communication in their play
- To plan and deliver high quality focused sessions based on prior learning and next steps of individual children

Monitor and Review

This policy will be reviewed every two years. Evaluation is part of a continuous process for improvement.

Susanne Hodgson – Assistant Headteacher