



Name of policy: EARLY YEARS FOUNDATION STAGE POLICY

Version	Date	Approved by governors	Description
1	Nov 2011	15.12.11	New policy written by Mrs Dix.
2	Jan 2014	Spring 2014	Policy amended by Mrs.Moss

This policy is due for review on: Spring 2016



EARLY YEARS POLICY

1. Introduction

This policy should be read in conjunction with the school's Teaching and Learning policy, which deals with matters common to all subject areas. It was compiled by the Headteacher and staff and approved by the Governors. This policy will be reviewed in line with the Governors' review cycle (every 3 years) or earlier if needed. The date of the last review is indicated at the end of this policy statement.

This document is a statement of Highwood Primary School's intention for the Teaching and Learning of the Early Years Curriculum following the requirements for the Early Years Foundation Stage, Early Learning Goals and Early Years Foundation Stage Profile.

2. Aims

This policy will enhance good practice in the Early Years Foundation Stage and ensure continuity during transition from the Foundation Stage to Key Stage One. It aims:

- to provide a safe, secure and supportive environment
- to work with parents, guardians, carers and other agencies where appropriate
- to provide a broad and balanced curriculum for all children through well planned activities and unplanned learning opportunities arising from play, investigation and exploration.
- to assess and record children's developments and achievements
- to develop social skills such as independence, self confidence, and co-operation
- to establish a stimulating and engaging learning environment

3. Pupils Experiences

The Early Years Curriculum is based on the seven areas of learning and development outlined in the Revised Early Years Foundation Stage:

There are three prime areas: Personal, Social and Emotional Development, Communication and Language, and Physical Development.

There are four specific areas: Literacy, Mathematics, Expressive Arts and Design, and Understanding of the World.

Children will learn through a variety of teaching strategies including;

- Working individually, as part of the whole class, in pairs or groups, with and without adult support.
- Extending learning and development through a variety of play activities
- Appropriate adult support to provide challenging and stimulating learning opportunities
- Opportunities to develop social skills such as communication, negotiation, cooperation and support the formation of positive relationships
- Presenting ideas and suggestion both orally and in written form
- Using Information Communication Technology to support learning
- Establishing routines and appropriate structure to enable pupils to feel secure and confident in their learning environment.

4. Teaching Plans

Teaching plans cover the seven areas of Learning and Development as the child progresses through the Early Learning Goals and towards the first levels of the National Curriculum. Planning supports making links and connections in the children's learning.

5. Resources

Sufficient resources should be provided to ensure the effective delivery of the Early Years Foundation Stage within the constraints of the budget. The children should be able to independently access the majority of the resources in the classroom.

6. Assessment and Record Keeping

Ongoing assessment information is gathered by the class teachers and key workers from observations of children's self initiated activities, talking to the children, completed activities (e.g. written work, drawings), photographs and discussions with parents. An Early Years Foundation Stage Profile will be completed for each child at the end of their F2 year.

In addition, teachers also have to consider how each child learns using the three 'Characteristics of Effective Learning'. These are – playing and exploring, active learning and creating and thinking critically. The revised EYFS profile requires practitioners to assess children against a set of 17 early learning goals (ELGs). Parents will legally need to be informed whether their child has reached the expected level, is emerging towards it or has exceeded it in all 17 ELGs.

7. Health and Safety / Welfare Requirements

Adequate and appropriate supervision should be given at all times in school. Due regard will be given to both health and safety and the welfare requirements of early years pupils. This is the responsibility of the class teacher. Separate guidelines and procedures exist for personal care.

8. Home Learning

Children in the Foundation Stage will have reading and phonics activities to complete with their parents and carers.

9. Curriculum Co-ordinator

The curriculum co-ordinator for Early Years will keep up to date with current developments, oversee resources requirements and storage, offer advice and support to other members of the school community, attend network cluster meetings, liaise with other schools, nurseries providers and practitioners and outside agencies as appropriate.

10. Equal Opportunities

We offer equal opportunities to all children regardless of gender, race, religion, language, or special educational needs.

11. Photographing Children

A main assessment activity in the Foundation Stage is the photographing or filming of children. All photographic and video evidence is subject to Section 14 of the Safeguarding Policy listed below.

Staff and Volunteers

Staff and volunteers must seek the authorisation of the Head Teacher prior to taking photographs/videos of children and must only use school equipment unless given specific authorisation by the Head Teacher. The use of cameras on mobile phones or the downloading of images onto any internet site is forbidden.

The Guidance for Safer working Practices for Adults who work with Children and Young People provides detailed guidance on the taking of photographs and storage of images.

<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>

Parents or Members of the Public

We understand that parents like to take photos of or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this (e.g. the use of a flash when taking photos could distract or dazzle the child, causing an accident), we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow other people including staff to photograph or film pupils during a school activity without parental permission. This includes the use of cameras on mobile phones or any other device.

We will not allow images of pupils to be used on school websites, publicity, or press releases, including social networking sites, without express permission from the parent.

The school cannot however be held accountable for the use of photographs or video footage taken by parents or members of the public at school functions where parental permission has been given.

12. Monitoring

The Headteacher will be responsible for the overall monitoring of this policy.

Links to other School policies

This Policy will be read in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school.

Attendance Policy

Behaviour for Learning Policy

Management of Allegations against staff policy

Bullying Policy

Physical Intervention Policy

Guidelines on nappy changing, dealing with soiled children

Equal Opportunities Policy (including Race and Gender)

Early Years and Foundation Stage Policy

Retention (of documents) Policy

Social Networking Policy

