



Early Years Foundation Stage Policy

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Early Years Foundation Stage (EYFS) and Play Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the year in which they turn Five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

Please see Admissions Policy for age specific criteria for acceptance into EYFS.

We endeavour to ensure that children “learn and develop well and kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS 2012)

At Star International School:

“Each area of learning and development is implemented through *planned, purposeful play* and through a mix of adult-led and child-initiated activity. *Play* is used as an essential part children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own *play*, and by taking part in *play* which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.” (Statutory Framework for EYFS 2012)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

A Unique Child

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.

We meet the needs of all our children through:

- planning *play* 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 *play* 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 *play* 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.
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Welfare

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 well-being of all children.

"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." (Statutory Framework for the EYFS 2012)

At Star International School we:

- promote the welfare and safeguarding 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 Star International School we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that the contribution that parents 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
- supporting children in FS so staff and parents get to know each other as well as the children; this includes Orientation Day and as well as other opportunities
- Inviting all parents to a curriculum and information meeting within the first 2 weeks of term 1
- inviting all parents to a workshop during term 1 in order to detail how we aim to work with their child particularly in relation to reading, phonics as well as other curriculum areas.
- encouraging parents to talk to the child's teacher if there are any concerns. We hold regular Parent Teacher Meetings at which the teacher and the parent discuss the child's progress with the teacher. Parents receive regular reports on their child's attainment and progress

- arranging a range of play activities and special events throughout the year that encourage collaboration between child, school and parents
- providing parents an opportunity to celebrate their child's learning and development by contributing to their child's Learning Journey as well as sharing their Child's Learning Journey with them, which in turn informs planning and provision.

Enabling Environments

We aim to create an attractive and stimulating play and learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. 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. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Star International School we support children in using the three characteristics of effective teaching and learning. These are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Star International School there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

Assessment

On entry, children are assessed as to their baseline level against Development Matters Outcomes. These are regularly reviewed by the Foundation Team and updated accordingly on the child's individual assessment profile as well as tracked termly on Learning Ladders. Evidence of progress can be found in each child's Learning Journey. This shows clear progress and appropriate interventions can be delivered in order to move children onto their next step. Learning Journeys will be used to evidence progress and with learning clearly labelled against expected outcomes.

Over the year, Foundation Stage use Learning Ladders as their discrete tracking system which measures progress and attainment at the end of each term.

Transition

During the final term in FS2, the EYFS Profile is completed for each child and Learning Ladder Assessment data is shared with the child's new Year 1 class teacher.. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between FS2 and Year 1 teachers about each child's stage of development.

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