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| |  |  |  | | --- | --- | --- | |  | **Rode Heath Primary School**  Heath Avenue, Rode Heath,  Stoke on Trent, ST7 3RY  Telephone: 01270 314414  E-mail Address: [admin@rodeheath.cheshire.sch.uk](mailto:admin@rodeheath.cheshire.sch.uk)  Headteacher: Mr. Carl Leech BA, NPQH  ***Inspiring learning; nurturing minds; achieving for life*** | https://secure.schoolspider.co.uk/uploads/83/files/photo.PNG | |

**Early Years Foundation Stage Policy**

*‘Every child deserves the best possible start in life and support to fulfil their 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’*

The Early Years Foundation Stage (EYFS) applies to children from Birth to the end of the Reception year. At Rode Heath Primary School children can be accepted for a place the term after their third birthday in our Pre-school provision and are admitted to the Reception class in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives, not just in preparation for the next stage but as a vitally important stage itself. Learning for children is a rewarding and enjoyable experience in which they explore, investigate, create, rehearse, revise and consolidate their developing attitudes, understanding, knowledge and skills. During the EYFS, many of these aspects of learning are brought together effectively through playing and talking.

**Aims/Objectives**

At Rode Heath Primary School we aim to provide the highest quality care and education for all children, giving them a firm foundation for their future learning. We create a safe and happy environment with challenging and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work closely with parents and carers to help every child reach their full potential.

**Values**

Our core values of Curiosity, Teamwork, Fairness and Resilience are promoted throughout our school and in all our learning. They are represented by four animals:

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| **Curiosity** | Image result for sitting meerkat clipart landscape | The Meerkat represents *Curiosity*. Through them we learn how to develop a ‘restless curiosity’ about the world around us. |
| **Teamwork** |  | Dolphins represent *Teamwork*. Through them we learn the importance of communication and how we need to work together to achieve our shared goals. |
| **Fairness** |  | Penguins represent *Fairness*. Through them we learn to take responsibility for ourselves and for supporting those who are less fortunate. |
| **Resilience** | Image result for loggerhead turtle clipart | Loggerhead Turtles represent *Resilience*. Through them we learn to adapt, solve problems and show determination in all we do |

**EYFS Statutory Framework**

We adhere to the Department for Education’s ‘Statutory Framework for the Early Years Foundation Stage’ (2021) and the four guiding principles that shape practice within Early Years settings:

* **A Unique Child** – we recognise that every child is constantly learning and can be resilient, capable, confident and self-assured;
* **Positive Relationships** – children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
* **Enabling environments -** we recognise that the environment plays a key role in supporting and extending the children’s development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that encourages them to explore their perceptions, investigate their ideas and practise their skills through planned continuous provision and open-ended resources respond to children’s needs and interests,
* **Learning and Development –** we recognise that children learn and develop at different rates and aim to support all children to take their individual next steps.

As part of our practice we:

* Provide a broad and balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as a primary vehicle for learning;
* Promote equality of opportunity and anti-discriminatory practice.
* Monitor children’s progress and provide early intervention for those children who require additional support;
* Work in partnership with parents, carers and other agencies to ensure individual needs are met and children make good progress.
* Plan enjoyable and challenging learning experiences, informed by observation, assessment and by the children’s own ideas and interests;
* Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
* Provide a secure and safe learning environment indoors and outdoors.

**Early Years Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children’s needs, interests, and stages of development. In partnership with parents, Rode Heath promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific. The Prime areas are crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. However, all areas are interconnected and important.

The **‘Prime’** areas of learning and development are:

• Communication and language

• Physical development

• Personal, social and emotional development

The **‘Specific’** areas of learning and development are:

• Literacy

• Mathematics

• Understanding the world

• Expressive arts and design

If a child’s progress in any of the prime areas gives cause for concern, staff will discuss this with the child’s parents/carers and agree how to support the child.

We have developed a knowledge and skills based curriculum and translate this into medium term plans which offer experiences in all seven areas of learning. Short term plans remain flexible to allow for unplanned circumstances and opportunities, children’s interests and misconceptions. Children will engage in adult guided whole class, small group and individual activities alongside their child initiated, independent learning. There are also allocated times for whole class daily ‘carpet learning sessions’.

In planning and guiding children’s activities, our practitioners reflect on the different ways that children learn and build these into their practice. The characteristics of effective teaching and learning we use are:

1. Playing and exploring - children investigate and experience things, and ‘have a go’.

2. Active learning - children concentrate and keep on trying if they encounter difficulties.

3. Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, challenge confidence, communication and physical development.

Play is a crucial aspect of our approach as outlined by the EYFS framework: ‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities’. We plan carefully to achieve a balance between children’s time and space to engage in their own child-initiated activities and those which are planned by adults. Adults in class will interact with child-initiated play, when appropriate, to stretch and challenge children further. We create a stimulating learning environment and encourage children to free-flow between inside and outdoors as far as possible.

Preschool and Reception children also participate in a daily phonics sessions, in line with school policy.

**Observations and Assessment**

We observe and assess children’s development and learning daily, to inform our future plans, recording our observations in a variety of ways. Our staff are skilled at observing children to identify their achievements, interests and next steps for learning.

Observations of some of the children’s achievements are collated in their own personal, online ‘Tapestry Learning Journal’. Parents/carers are encouraged to upload their own observations to show us what their children are able to do at home.

Progress is reviewed continually throughout the year and parents/carers are welcomed in to share their children’s learning; informally through our ‘open door’ policy and more formally during parents evenings.

At the end of the year the EYFS profile provides a summary of each child’s development and learning, including whether they have reached a ‘Good Level of Development’ (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make judgemenst.

The children are assessed as achieving against each area of the EYFS curriculum and their attainment is described as:

* ***Expected*** – meeting the expected level
* ***Emerging*** – not yet meeting the expected level

This is shared with parents/carers as part of the child’s end of year written report.

This EYFS profile is the statutory data that is sent to the Local Authority and used to help the school benchmark and identify improvements.

**Health and Safety**

The safety and welfare of our children is paramount at Rode Heath Primary School. We have robust policies and procedures in place to ensure their safety. In Reception we provide a safe and secure environment and a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage (2021) and understand that we must:

* Promote the welfare of all children;
* Promote good health;
* Manage behaviour effectively and appropriately;
* Ensure all adults working with children are suitable to do so;
* Ensure that the environment is safe and all equipment and furniture is fit for purpose;
* Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, milk time, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices and opportunities to assess and take managed risks to help them develop this important life skill.

Staff and visitors are prohibited from using their mobile phones in classrooms, only the class cameras, Learning Books and iPads are used to photograph children (for observation and assessment purposes) and children are always appropriately dressed in photographs.

Rode Heath Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The Safeguarding Policy is in place to ensure the safety of all stakeholders at Rode Heath Primary School. All staff are vigilant and report concerns according to the school’s policy and procedures.

**Inclusion**

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of our children and provide individual support so that most of our children achieve the Early Learning Goals.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. We have a designated SENCO in school to support with any additional needs a child may have.

**Parents and Carers**

We recognise the importance of parents/carers as children’s first and most enduring educators, with a significant role in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers and encourage parents to participate confidently in their child’s education and care by:

* Holding information evenings before the child starts at Rode Heath Pre-School or Reception class;
* Talking about their child’s interests and needs during introductory setting visits
* Being welcoming and approachable, with an open-door approach for parents to voice concerns/ask questions;
* Holding three parents meetings over the year to discuss how their child has settled and share progress and next steps for learning;
* Valuing parents’ contributions to learning journeys;
* Encouraging parents to read with their child at home and make comments in their reading record;
* Encouraging two-way communication through home-school diary and e-mail.
* Providing curriculum planning overviews for each topic, each term and providing information on the website (updated weekly) to help parents/carers support learning at home.
* Inviting parents into school for collaborative learning sessions to demonstrate how we teach and to help them support their child;
* Welcoming parents as volunteers into our school;
* Providing parents with an end of year report detailing achievements and their child’s EYFS profile.
* Inviting parents to a range of activities and events throughout the year e.g. Assemblies, Christmas performance and Sports Day.
* Offering a range of activities to encourage specific collaboration between the child, school and parents / carers e.g. Mystery Reader, Engineering Days.
* Drawing on our links with the community to enrich children’s experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

**Transitions**

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child’s needs and establish effective partnerships with those involved with the child and other settings. Children attend a number of introductory sessions to develop familiarity with the settings and practitioners. Our Reception staff also try to visit pre-school or nursery settings, to familiarise themselves with the children.

Parents/carers are encouraged to meet with Reception staff in school for our transition meeting and to attend the first ‘settling in’ parents evening. This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have.

At the end of the EYFS, the Reception teacher meets with the Year 1 teacher to discuss the individual children and their specific needs. The children’s assessment data is sent with them to Year 1 so teachers can plan for their ‘next steps in learning’ from the moment they enter their new class. Children spend a ‘Move-Up’ morning towards the end of the school year in their new classroom to ensure that they are familiar and comfortable with their new teacher and learning environment

**Monitoring and Review**

It is the responsibility of those working in the Preschool classroom and the Reception classroom to follow the principles stated in this policy. The Headteacher and Assistant Headteachers will carry out monitoring on EYFS as part of the whole school monitoring schedule. The EYFS Governor for the school’s Governing Body will also be part of this process.

This policy will be reviewed in January 2025 or as necessary.