

Early Years Foundation Stage Policy

Rationale

The Early Years Foundation Stage (EYFS) is a crucial time in a child's early development. By the age of 3 children will have already learnt a great deal, however, between the ages of 0 and 5 children develop rapidly physically, intellectually, emotionally, and socially. The Early Years Foundation Stage helps to lay the foundations on which the children will build as they move into the National Curriculum and through their school years.

At Bootham Junior School we want to give the children the best start to their education. We want them to become confident, enthusiastic learners and to fulfil their potential by being themselves, aiming high and being kind.

Teaching and learning in the early years embraces the four themes for children and young people.

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

Aims

The curriculum for the EYFS should underpin all future learning by supporting, fostering and developing children's:

- **Personal, Social and Emotional Development:** in particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted. In particular by providing opportunities that enable them to learn how to cooperate and work harmoniously alongside and with each other and to listen to each other;
- **Physical development;** with opportunities for all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe;
- **Communication and Language;** with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully;
- **Literacy;** with opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books;
- **Mathematics;** with opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them;
- **Understanding the World:** with opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts,

and to explore and find out about their environment and people and places that have significance in their lives;

- **Expressive Arts and Design;** with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, dance and imaginative role play activities.

Planning

At Bootham Junior Early Years staff plan each topic carefully also including the observed interests of the children. *Medium term* plans list guides to planned activities in each of the seven areas of learning as well as ongoing activities and routines. *Weekly planning* is undertaken by the Nursery and Reception teaching team, with close links to the children's interests, previous learning and spontaneous activities brought on by changes in weather, exciting news etc. Where possible trips out of school are arranged to bring the children's classroom learning to life and guests are invited to visit. Such trips may include a walk around the local area, visiting the library, a visit by an author. We understand that in this modern world ICT plays an important role in our lives and where possible it is used within our teaching and to support the children's learning. Each of the Early Years classrooms has one computer, a Smart Board, tablets and the use of the computer suite. Programmable toys and CD players etc are also used.

Assessment

We understand that assessment informs planning. Formative and summative assessment takes place on a regular basis and observation of the children is ongoing. Teachers make notes in their planning which help to form the basis for future planning. Throughout their time in the Early Years Foundation Stage examples of work and photos are used to build up a learning log.

Links with parents

We understand how important it is to build good links with parents. Frequent liaison with parents communicates daily issues from home and school.

As the weeks go by, parents are sent newsletters informing them of the sorts of activities their children have taken part in and the new concepts they will be taught. Written reports are sent home in July and parents meet with teachers at consultation evenings in November, March and July.

Children with learning differences and disabilities

We understand that each child has different needs and abilities. Whilst some children may find some things easy, others may not. At Bootham School we want the children to achieve their full potential. We have a whole school SEND register that recognises children's particular needs. There is a whole school Special Educational Needs Co-ordinator, who liaises with the Early Years SENDCO and staff to ensure that individual needs are met.

Safeguarding and Promoting the Welfare of Children

The school has a comprehensive Safeguarding policy which is in accordance with the latest KCSIE documentation, including reference to Preventing Radicalisation and a duty to report on FGM.

In addition, we recognise that in the Early Years it is often both necessary and appropriate to have physical contact with pupils for example when children are upset, anxious or in

immediate danger. There may also be the need to assist children with toileting and personal care.

Practice in the EYFS is informed by other whole school policies as relevant. This includes, as examples, the Health and Safety, Equal Opportunities and Internet Safety Policies.

Sharon Hodgson is the Governor with responsibility for the Early Years Foundation Stage.

Date of last review:	October 2015
Person responsible:	Louise Leaf
Review group	Education Committee
Approval group	General Committee
Date of next review:	October 2018