

Early Years Foundation Stage (EYFS) Policy for Tranmere Park Primary School

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Date written: September 2019

Ethos

The early-years education we offer our children is based on the following principles:

- To build on what our children already know and can do;
- To ensure that no child is excluded or disadvantaged;
- To offer a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- To provide a rich and stimulating environment.

The overarching aim of our EYFS is to help young children achieve and develop in the context of relationships and the environment around them developing the unique child through the 'Characteristics of Effective Learning' which are developed through:

- **Playing and exploring**

Finding out and exploring
Playing with what they know
Begin willing to 'have a go'

- **Active learning**

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

- **Creating and thinking critically**

Having their own ideas
Making things
Choosing ways to do things

We fully recognise the importance of a play based curriculum. Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

What we teach

Our curriculum offers a broad and balanced experience for the children, which is adapted to ensure children become independent learners whilst learning through a variety of opportunities for them to develop an understanding of their world around them. Our planning is based around the seven areas of learning mapped out in the 'Early Years Foundation Stage Profile' and 'Development Matters' supporting document and is linked to topics based around the children's own ideas/interests, the IPC Curriculum and seasonal themes. We have six 'umbrella' themes each year and our learning comes from those.

How we teach in EYFS

Carefully planned long, medium and short term planning supports the children's learning through appropriate and accessible space, facilities and equipment (both indoors and outdoors) which enable all children the opportunity to achieve the Early Learning Goals by the end of the Foundation Stage. Medium-term planning is completed half termly, and identifies the intended learning outcomes. Our children's learning experiences enable them to develop competency and skills across a number of learning areas through a balance of adult-led and child-initiated activities. In order to smooth the transition into KS1, our children have experience of a daily structured mathematics lesson and a literacy lesson by the end of the reception year where appropriate.

We firmly believe that good practice includes a partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement; through a range of

approaches that provide first-hand experiences, which give clear explanations, make appropriate interventions to develop the children's play, talk or other means of communication.

How we assess in EYFS

All practitioners make contributions to children's development and assessment. Practitioners record observations which summarises pupils' progress towards the Early Learning Goals. Assessment covers each of the seventeen strands of learning contained in the Early Years Foundation Stage Profile Handbook with support from the 'Development Matters' guidance for the Foundation Stage. We make regular assessments of children's learning, and we use this information to ensure that future planning and provision areas reflect identified needs. In conjunction with this, we report half termly on the 'Characteristics of Effective Learning' which are logged in individual learning journeys along with the children's work and observations. This enables staff to create a clear picture of how each child is progressing, whilst building an overall report for parents and Key Stage 1 teachers at the end of the year. The collection of assessment and reporting on the 'Characteristics of Effective Learning' are a statutory requirement.

Resources

Resources are stored centrally in labelled cupboards in the EYFS unit. These are regularly monitored and reviewed in line with topics. Safety audits take place regularly to ensure all resources are fit for purpose.

Health & Safety

The school follows the guidelines outlined in the Health and Safety Policy. Regular checks are made of equipment both indoors and out. Regular learning walks are implemented by the Senior Leadership Team to ensure safety is paramount.

Use of photography – Linked to photographic code of practice policy

At the time of admission, the school will obtain consent with regard to a child's photograph being used for school and curriculum purposes. These may include: displays, newsletters, promoting a positive image of the school and press releases. If a child's photograph is to be used for business use, their full name must not be included as this may lead to vulnerability.

Images taken throughout the school day should be stored on the school system. These photographs are stored securely and can only be accessed by relevant individuals.

Print outs of images (e.g. for use in learning journeys) should also be afforded adequate security. Images that have reached the end of their useful life should be securely disposed of.

At Tranmere Park Primary School, the capturing of images by parents is permitted. As a result cameras and video footage may be taken. Parents should however be informed that these images are for personal use only and should not be published on social networking sites.

The Data Protection Act cannot govern use of images captured in public places. For example, if a school party are attending a museum and images of some of the party are captured in incidental shots taken by other visitors, this is unavoidable.

Please refer to these additional policies to supplement this one: Equal Opportunities, SEN, EAL, Admissions, Child Protection, Behaviour, Dressing and Changing and Gifted and Talented.