



# Pilgrims' Way Primary School

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## Early Years Foundation Stage Policy

### Introduction

The Early Years Foundation Stage applies to children from birth until the end of reception. The EYFS uses a holistic approach to provide a curriculum that covers all learning and development through playful activities and opportunities across the seven areas of learning.

This policy outlines the ideology, purpose and implementation of the EYFS at Pilgrims' Way School. It provides a framework and gives guidance to everyone who works in the Early Years Foundation Stage.

### Aims

At Pilgrims' Way we aim to provide the highest quality of care and education for all our children. As outlined in the Statutory Framework for the EYFS, "Every child deserves the best possible start in life and the support that enables them to fulfil their potential." We aim to do this by providing a safe and happy environment where children can feel secure, comfortable and confident. We also aim to provide an environment which encourages children to be curious and motivated to learn.

## The Early Years Foundation Stage framework

Teaching in the EYFS is delivered in accordance with the governments statutory document 'The Statutory Framework for the Early Years Foundation Stage' (September 2014). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes:

# A unique child Positive Relationships Enabling Environments Learning and Development

## A Unique Child

At Pilgrims' Way School we recognise that every child is an individual. Children come from different backgrounds, have different abilities, develop at varying rates and have different interests. We recognise that every child comes to us as a unique learner and we strive to give every child the opportunity to develop their full potential.

In the Foundation stage we plan for all abilities and needs, using on-going observations and assessments to inform planning. We plan to meet the needs of boys and girls, children with special educational needs, children who are more able and children from all social and cultural backgrounds.

We plan for including all children by:

- providing an inclusive environment
- using a wide range of teaching strategies
- using resources which reflect diversity
- planning activities that are accessible for children who are underachieving and challenging for children who are more able
- assessing children's learning by continuous observation in order to plan next steps.

## Positive Relationships

We understand the importance of positive relationships on a child's development in terms of confidence, self-esteem and learning. We promote caring, respectful and professional relationships with the children and their families and amongst our own staff.

We strive to create and maintain positive partnerships with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We aim to provide as many opportunities for parents and carers to share their child's learning through:

- offering home visits before a child starts nursery/reception
- operating an open door policy for parents with any queries or concerns
- holding parent events and workshops

- providing any necessary support for any parents through our Childrens' Centre
- running parent meetings
- sending reports at various times in the year

## **Key Person**

Every child in the Foundation stage is allocated a key person. The Key person's role is to provide an enabling and supportive relationship with each of their key children. Attachment provides a sense of security that enables children to become confident, independent and competent learners. The key person is responsible for the induction of the family and for settling in the child into our setting. The key person acts as the main contact for the parents/carers and shares appropriate information about the child's development.

## **Enabling Environments**

The environment plays a key role in supporting and extending children's development and learning. In the EYFS the environment has three aspects - the emotional environment, the indoor environment and the outdoor environment. These three aspects are equally important in the make up of the environment for play and learning in the EYFS.

The Foundation stage is set up with learning areas both inside and outside so that all children can explore and learn safely. There are areas where children can be active, quiet, creative, messy and imaginative. The outdoor area provides children with a space where they can explore, investigate and play on a different scale. Planning for the inside and outside areas is based on children's interests and their current learning targets.

## **Learning and Development**

All children's learning is planned according to the guidance in the document "Development Matters in the Early Years Foundation Stage" and is differentiated according to the individual needs and abilities of each child. We aim to provide a rich and balanced curriculum, using play as the main vehicle for learning.

There are seven learning areas under the headings Prime Areas and Specific Areas:  
The curriculum is centered on 3 prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Additionally there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas underpin the specific areas of learning. They are key to successful learning and development. The prime areas are given high priority in nursery.

## **Phonics**

At Pilgrims Way we use synthetic phonics as the main approach to teaching reading and writing. We follow the order of teaching phonics as set out in the "Letters and Sounds" document. We use Jolly Phonics as a teaching strategy to support the learning of phonics.

# **Characteristics of Effective Learning**

Children learn through play, exploration and hands-on experience. As set out in the document, 'Development Matters in the Early Years Foundation Stage', "The ways in which the child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner."

At Pilgrims' Way we provide daily opportunities for children to take part in activities which develop their learning through the three characteristics of effective learning -

**Playing and Exploring** - activities that encourage the children to investigate and experience things and "have a go"

**Active learning** - activities that encourage children to concentrate and keep on trying if they encounter difficulties.

**Creating and thinking critically** - activities that encourage children to have and develop their own ideas, make links between ideas and develop their own strategies for doing things.

## **Assessment**

### **Formative Assessment**

Every child in the EYFS is assessed through daily observations of their independent play and exploration and through any planned, focused learning that has been led by an adult. Next steps are planned for accordingly.

## **Summative Assessment**

At the end of reception, each child is assessed against the Early Learning Goals (The Early Years Profile) and the results are shared with parents.

Parents are kept informed of their child's progress through reports (settling in reports, specific target reports and end of year reports).

## **Welfare**

We acknowledge the fact that "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 Early Years Foundation Stage.

At Pilgrims' Way we:

- promote the welfare and safeguarding of children
- provide good health, by ensuring the environment and resources are clean and by limiting the spread of contagious illnesses by taking appropriate action if necessary
- manage behaviour in line with the Early Years Behaviour Policy
- ensure risk assessments are carried out both indoors and outdoors to ensure premises, furniture and equipment are safe and suitable for purpose
- ensure all children receive an appropriate, enjoyable and challenging learning experience

## **Inclusion and Equal Opportunities**

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

This policy was agreed on: September 2014  
To be reviewed in September 2016

