Coopers Lane Primary School

EYFS Teaching and Learning Policy

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INTRODUCTION

We truly believe that the Early Years is called the foundation stage for a reason. It builds the solid foundations for a child's emotional, social and intellectual development, as well as preparing each child for their future learning and successes throughout their school journey and beyond.

We understand that young children develop many skills through the power of play and therefore place 'learning through play' at the forefront of all that we do. Through open-ended exploration and collaborative learning, the children can learn essential skills such as problem solving, risk taking, sharing and much more.

We follow the Early Years Foundation Stage (EYFS 2016), the statutory framework. The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe.

AIMS

We aim to support each child's welfare, learning and developmental needs by:

- Recognising and valuing that all children are unique and special
- Understanding that children develop in individual ways and at varying rates
- Valuing the importance of extended play in children's learning and development
- Providing a safe, secure and caring environment
- Fostering and nurturing children's self-confidence and self-esteem
- Teaching children to express and communicate their needs and feelings effectively
- Supporting children to develop care, respect and appreciation for others
- Encouraging children's independence and decision-making, supporting them to take risks and to learn through their mistakes
- Providing effective learning opportunities in a range of environments, inside and outside

ROLE OF THE PRACTITIONER

- To provide a safe, calm and stimulating learning environment for all children
- To have a firm understanding of child development and awareness of age appropriate needs, behavior and learning
- To understand the individual needs of each child using the observation,

assessment and planning cycle from the EYFS principle

- To develop planning that is creative, purposeful and differentiated to meet the needs of all children
- To ensure quality interactions which scaffold and prompt thinking, building on children's interests, strengths and questions
- To be aware of any patterns of play that may be emerging or reflecting an emotional need
- To support children to become mastery learners- to ask questions, take and evaluate risks, develop resilience and have ownership of their learning

RELATIONSHIPS AND TRANSITION

We believe that positive relationships are central to ensuring that our children feel safe, nurtured and cared for within our setting. We understand that children thrive from a base of loving and secure relationships and therefore strive to build close relationships with each and every child, meeting their emotional needs and providing reassurance, when needed. We respond sensitively to each child's feelings and support their well-being. We know that emotional attachment to adults influences a child's immediate all-round development and therefore provide a number of events to ensure a smooth transition between home and school such as home visits, stay and play sessions and a settling in timetable during the first half term of the year.

THE ENABLING ENVIRONMENT

We believe that an enabling environment plays a key role in supporting children's learning and development. We strive to create a stimulating environment, which provides a rich, varied and safe space in which the children can play, explore and learn, across all seven areas of the EYFS. We believe that our environment is welcoming and facilitates a sense of belonging for all children and parents. We understand the importance of responding to children's individual needs and understand that children develop and learn in different ways. We therefore plan multi-sensory activities that are based around our children's interests, which are differentiated to suit the needs of each child. We provide both adult-led and children-initiated activities to ensure that children are not only taught new skills, but are furthermore, provided with opportunities to practice these skills independently, without fear of failure.

Our children are provided with independent learning time (both in the indoor and outdoor learning environment) where they are able to make decisions about what they play with, where they play and who they play with.

THE EMOTIONAL ENVIRONMENT

- Our setting is highly inclusive, valuing all children and embracing all cultures, languages, ethnicities, religions, special needs and disabilities.

- We support children in expressing and coping with their different and varied emotions safely, by being empathetic and understanding.
- We value the importance of talk and encourage our children to express themselves verbally, listening carefully to them and supporting their needs.
- Our children understand that the adults within the setting are there to help them with how they are feeling.

THE INDOOR ENVIRONMENT

- Our indoor environment provides a safe, secure and yet challenging space for all children, which gives them the opportunity to become confident and independent learners.
- Each classroom provides areas for all different types of play or activities, with appropriate, well-maintained and easily accessible resources that suit all children and stages of learning.
- Our indoor learning environments are well planned for, taking account of children's changing interests and needs.
- We include and encourage children to help in the tidying and putting away of toys, to encourage them to take responsibility for their classrooms, as well as encouraging their independence.
- We regularly review how areas within the classrooms are used, by observing the children at play. We then adapt these areas when needed throughout the year in order to sustain and ignite the children's sense of curiosity and excitement.

THE OUTDOOR ENVIRONMENT

- The outdoor environment provides opportunities to experience and enhance many different skills with a greater sense of freedom and independence than those experienced indoors
- Our outdoor spaces and learning environments provide contact with the natural world allowing children to use all of their senses
- Our outdoor learning environments allow children to experience problem solving, risk-taking and big-scale play in a safe environment
- Physical activity is greater in the outside area, as is the level of risk taking, which is important as children grow up
- We use our outdoor environment in all different types of weather as we understand that this is a fantastic learning and play opportunity for children- after all, "There's no such thing as bad weather; only bad clothes!"
- An outdoor environment gives us the space to plan activities that cannot take place indoors – larger scale activities held outdoors encourage collaboration and cooperation between the children

PARENTS AND PARTNERSHIP

Parents and carers are fundamental in their child's development and learning and we therefore actively seek to learn from them, as well as share with them in all aspects of their child's learning. We foster our relationship with parents and carers through:

- Providing home visits for all children new to our setting, ensuring positive early relationships and providing a supportive transition for both children and parents
- Arranging 'Stay and Play' sessions and parent meetings before children start in both Nursery and Reception
- Setting events throughout the year that encourage parents and carers to come and celebrate the learning within our setting (such as; 'EYFS Stay & Play Week', Termly 'Progress Parties', 'Multi-Cultural Day 'etc.)
- Providing workshops throughout the school year to support parents and carers in understanding the EYFS curriculum and suggesting ways to support their children at home
- Holding parent conferences and written targets/ reports, in order to share children's current attainment and next steps with parents and carers
- Providing an 'open door policy' to encourage communication, feedback and discussion from parents and/ or carers
- Ensuring up to date communication through website, texts, newsletters, noticeboards, displays etc.

ASSESSMENT AND PLANNING

We believe that every child has the right to a well-planned and meaningful curriculum, which will provide them with the tools needed to succeed through their lives, regardless of culture, social class, gender, physical and cognitive capabilities and beliefs.

We are committed to narrowing the gap between different groups of children, such as the national gap between boys and girls and pupil premium children against non-pupil premium children. We understand that *"On-going formative assessment is at the heart of effective early years practice." (Revised Development Matters in the EYFS 2012 p.3)* and therefore use regular monitoring and evaluation of children's progress in order to enable us to continually adjust our provision in response to any areas of underachievement that may be identified. We also celebrate and challenge children who are 'gifted and talented' by adjusting our provision and supporting them in meeting their full potential.

Diversity and inclusion are our priority and therefore we differentiate our planning and provision to ensure every child can access the learning

experiences at their stage of development. We liase with local agencies to support specific children's needs and provide internal interventions based around early language and social interactions.

We use the revised EYFS Development Matters statements for the Prime and Specific areas of learning, alongside the Target Tracker online tracking system in order to track each child's progress and to plan next steps.

We collect evidence against the seven areas of the EYFS curriculum for each child through the following means:

- Short observations (carried out daily)
- Long observations (carried out once every term)
- Photographical and physical evidence collated in 'scrapbooks' and 'writing books'
- WOW cards from parents, observing special moments at home
- Ongoing conversations with parents and other members of the team
- Small group or 1:1 focus sessions

We ensure that planning is relevant to each child's individual needs and understand that stimulating and extending children's learning is integral to their progress in the EYFS and beyond. We therefore review children's profiles in relation to the EYFS development bands each half term, so that we can track each child's ongoing achievements and progress and plan next steps.

AREAS OF LEARNING AND DEVELOPMENT

The Early Years Foundation Stage (EYFS) framework supports an integrated approach to early learning and care. There are three prime areas and four specific areas:

PRIME AREAS

Communication and Language	Listening and Attention
	Understanding
	Speaking
Physical Development	Moving & Handling
	Health & Self-Care
Personal, Social & Emotional Development	Making Relationships
	Self-Confidence & Self-Awareness
	Managing Feelings & Behaviour

SPECIFIC AREAS

Prime Area	Aspects:
Literacy	Reading
	Writing
Mathematics	Number
	Shape, Space & Measure
Understanding the World	People & Communities
	The World
	Technology
Expressive Arts & Design	Exploring and Using Media & Materials
	Being Imaginative

CHARACTERISTICS OF EFFECTIVE LEARNING

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. The three characteristics of effective teaching and learning are: [Statutory Framework for the Early Years Foundation Stage 1.10]

Playing and Exploring

- Finding out and exploring
- Playing with what they know
- Being 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 links
- Choosing ways to do things