



# **The Early Years Foundation Stage Policy**

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The Early Years Foundation Stage policy includes the academy's vision and mission statement and core aims:

**Vision Statement** Growing, learning and succeeding together.

This means;

- Growing** Our focus is on the whole child, their health, happiness and development as a member of the community.
- Learning** Our job is to create a rich stimulating environment that will foster learning. Skills and expertise are key to children's learning and they should also learn about themselves and each other.
- Succeeding** We have high standards and expectations – but success breeds success and we work to create a positive 'can do' culture.
- Together** Our school is a community and all members of this community should be aiming to grow, learn and succeed. This includes all staff, governors and parents as well as children.

### **Mission Statement**

We believe that children should prosper academically, socially and spiritually within a secure and supportive environment which values every individual. They will be engaged in learning that develops their knowledge, skills and understanding, challenges them, excites their imagination and fosters creativity. We believe children should have high expectations of themselves, be proud of their achievements and respect others.

### **Academy Aims**

- To provide opportunities for every child to fulfil his or her potential within a positive, caring, stimulating and safe environment.
- To ensure our ethos promotes a sense of community through the development of self and mutual respect.
- To encourage a 'thirst' for knowledge through participation in enjoyable, challenging and reflective experience.
- To inspire children's curiosity, enthusiasm and sense of pride in their achievements.
- To provide opportunities for children to become confident, independent learners able to successfully manage the key educational transitions from home to school, between phases in the educational journey and on into the world of work.
- To provide children with a global awareness of their and others rights and responsibilities.

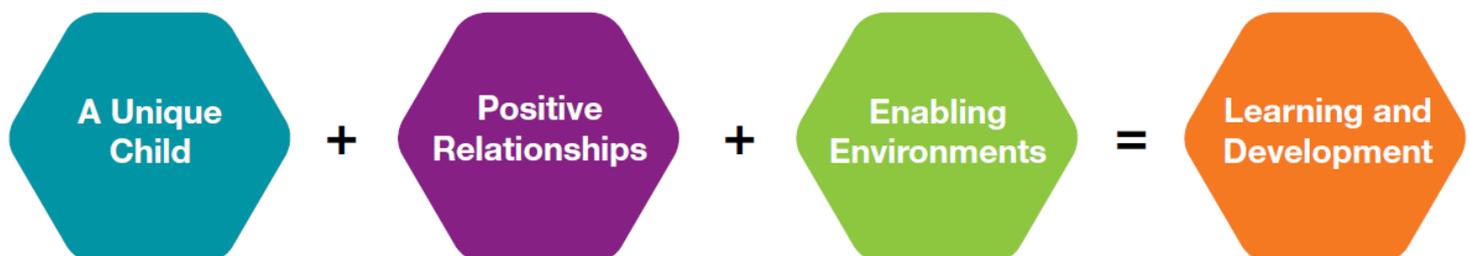
The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At The Southwater Infant Academy, children join the EYFS in Reception in the year that they become five. In partnership with parents and carers we work to enable the children to begin the process of becoming active learners for life by laying the foundations for learning, recognising that "good parenting and high

quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up” – Statutory Framework for the EYFS 2017

We endeavour to ensure that children “learn and develop well and keep healthy and safe.” We aim to support children in their learning through providing “learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly” - Statutory Framework for the EYFS 2017

We recognise Development Matters EYFS 2012 which states;  
“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.”

The EYFS is based upon these four principles:



### **The Unique Child**

We acknowledge that every child is an individual learner. Through our planning and resourcing we ensure that children develop skills enabling them to be resilient, resourceful, reflective, confident and collaborative learners. We understand that children develop in individual ways, at varying rates. We recognise that a child’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement to encourage children to develop a positive attitude to their learning.

### **Inclusion**

We value all children and their families. Children are treated as individuals and have equal access to the provision available. Children are encouraged to achieve their full potential and planning is adapted to meet the needs of all learning styles and individual needs.

We aim to meet the needs of all children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, developing their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs;

- developing independence and critical thinking skills
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively with a curriculum that is relevant to them;
- providing a safe and supportive learning environment in which the contribution of all children is valued and diversity is celebrated;
- planning challenging activities that inspire all children.
- monitoring children's progress and adapting teaching accordingly.

### **Positive Relationships**

At The Southwater Infant Academy, we recognise that children learn to be independent, ambitious learners by developing secure relationships with their peers and supporting adults. We aim to develop caring, respectful and professional relationships with the children and their families.

We recognise and value the influence of the family in children's early development and work to build on prior learning through open, honest communication with parents, carers and pre-school providers.

### **Enabling Environments**

At The Southwater Infant Academy we aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to indoor and outdoor environments that are organised to reflect the seven areas of learning with planned provision and opportunities for continuous progression.

It is vital that the learning environment is stimulating, challenging and inspiring, and that it encourages and promotes independent learning. Our classroom environments reflect and celebrate the broad range of children's achievements which they can enjoy, and take ownership of, by adding their own labels, questions and contributions.

We believe that effective learning builds and extends upon prior learning and follows children's interests. Effective planning is informed by observations of children to ensure we follow their current interests and experiences and understand the progress they are making. These observations are recorded in personalised online Learning Journals which are shared regularly with the children and which parents can view and contribute to at any time.

Play based learning is of paramount importance at this stage of development. Children can direct their own learning through self-initiated activities or from carefully planned opportunities provided by staff. Staff will always look for opportunities to enhance play and extend as needed to further individual learning.

## Learning and Development

We believe that children learn best when they are interested, motivated, engaged and have opportunities for first hand, direct experiences. In the Early Years Foundation Stage there are three characteristics of effective learning. These are:

- **playing and exploring** - children investigate and experience the world around them, They 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties. They enjoy their achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop their own strategies for doing things.

Taken from Statutory Framework for the EYFS 2017

In the EYFS there are seven areas of learning and development. The seven areas include three prime areas - Communication and Language, Physical Development and Personal, Social and Emotional Development, and four specific areas - Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

"The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS. The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning." Development Matters 2012

At The Southwater Infant Academy we provide a creative skills based curriculum using our agreed unique core values of Respect for diversity, Wellbeing, Ambition and Environment.

We believe that children should be engaged by learning that develops and challenges them and excites their imagination. They will enjoy learning skills within a rich and creative curriculum.

## Transition

We appreciate and recognise that successful transition is vital to children's ongoing achievement, attainment and wellbeing. Positive transition practices help all children and we recognise that some individuals may also need additional support.

At The Southwater Infant Academy, key principles of good transition practices are:

- communication
- induction
- finding a balance between continuity and change

These practices include:

- Providing timely information and guidance for families before the transition through a variety of events and publications.

- Arranging visits to the Academy for children and their parents and carers and home visits prior to starting formal education
- Effective links and communication with pre-school providers which includes academy staff visiting settings and visa versa.

### **Baseline Assessment**

At The Southwater Infant Academy, we use the Development Matters 2012 statements to assess the children within their first 6 weeks at the Academy. This data is transferred into 'Target Tracker,' our tracking system, and progress is continually monitored throughout the year with regular data entries for each child. This continues throughout Year 1 and Year 2.

This policy should be read in conjunction with the following policies:

- Learning and Assessment Policy
- Behaviour Policy