



Early Years Policy



Early Years Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "have the best possible start in life and the support that enables them to fulfil their potential." (Statutory Framework for the EYFS 2014)

The EYFS is based upon four principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.
- Positive relationships - supporting the children in becoming strong and independent.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - An acknowledgement that children learn in different ways and at different rates

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

At Inspire Education Academy Foundation Stage, we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up with planned continuous and enhanced provision.

Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journals.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

Teachers and teaching assistants provide the curriculum in the Foundation class which is made up of both Reception and Nursery aged children. There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Inclusion manager in order to access Special Educational Needs support.

At Inspire Education Academy Foundation Stage:

"Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development."
(Statutory Framework for EYFS 2014)

At Inspire we support children in using the three characteristics of effective teaching and learning.

These are:

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

Adults will support children's development by:

- Careful and regular observation to assess each child's progress and needs
- Embedding new learning in what is known or familiar
- Using a variety of different teaching strategies and organisation
- Providing materials, artefacts and information at appropriate times to enhance understanding
- Providing a wide choice of tools and materials to encourage children's planning and decision making skills and their sense of autonomy
- Ensuring a balance between adult directed, adult supported and child initiated activities
- Maximising opportunities for experiential learning
- Maximising opportunities for both knowledge based and imaginative play
- Minimising routines etc, which interrupt, concentrated involvement in activities
- Encouraging positive dispositions towards learning
- Using assessments based on observation in order to inform planning and the provision of work differentiated to individual need.

Date approved by Local Governing Body: March 2016

Date to be reviewed: Spring Term 2018

Signed: _____