



Dove CE (VC) First School Early Years Foundation Stage Policy

Vision

Dove CE (VC) First School will be a safe, caring, nurturing, happy and loving place to learn and grow, inside and outside, which inspires and provides the best for everyone who is a part of it.

Mission Statement

Dove CE (VC) First School provides the best education and care based on Christian and British Values.

Aims

At Dove CE (VC) First School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We form positive relationships with families and work alongside parents and others to meet every child's needs and help every child to reach their full potential.

This policy is based on The Childcare Act Section 39(1) (a) 2006, the statutory framework for the early years foundation stage and the assessment and reporting arrangements (ARA) for 2016 which gives statutory guidance on making and moderating EYFS profile assessments. This is published at www.gov.uk/guidance/2016-early-years-foundation-stage-assessment-and-reporting-arrangements-ara.

Effective Early Years Education

To be effective, the early year's curriculum is carefully structured (recognising different starting points; relevant to levels of need). There are a range of thoughtfully planned opportunities for children to engage in activities planned by adults and those that they plan and initiate for themselves. The adults observe and respond appropriately to children informed by their knowledge of how children develop and learn. Well planned, purposeful activities and appropriate intervention by adults engages children in the learning process. For children to have rich and stimulating experiences, the learning environment should be well planned and organised. Above all, effective learning and development for young children requires high quality care and guidance.

Early Years Foundation Stage Framework

We adhere to the Early Years Foundation Stage framework which became statutory in September 2014. All children have access to a broad, rich topic-based curriculum that embraces learning both indoors and out. Our practice is shaped by the guiding principles within Early Years settings. We believe that every child is unique and they are constantly learning, developing into resilient, capable, confident and self-assured learners. We aim to build positive strong relationships enabling the children to become independent learners.

Assessment and Record keeping

Regular observations are carried out enabling adults to monitor both the learning that is taking place and the provision to support each child's learning needs. As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place around each child's needs. Significant observations of children's achievements are collated in their own personal learning journey, which is shared with parents throughout the year. During the Autumn, Spring and Summer term, parents are invited to attend a parents' evening and reports are sent home at the end of the year. We provide the parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the teacher in preparation for year one.

Principles into practice

At Dove CE (VC) First School we provide a rich balanced curriculum based on the framework for the Early Years Foundation Stage across the three prime areas of learning and the four specific areas of learning, as well as the characteristics of effective learning. Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning and we do this through a range of planned experiences. The staff produce a curriculum map for each of the groups within the school and from this teams produce a set of medium term plans. These plans then support the creation of weekly plans. At each stage in the planning process reference is made to the seven areas of learning and these are planned thoroughly taking into account information from observations and discussions with the children.

Inclusion

We value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that many of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Safety and Welfare

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety (including the use of mobile phones). The headteacher also carries out termly EYFS supervision discussions with all EYFS staff which provide additional opportunities for staff to discuss any concerns.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food for those that opt for a hot school dinner; and we follow set procedures when children become ill or have an accident.

Positive Relationships

At Dove CE (VC) First School we recognise that children learn to be independent learners when there are strong relationships. This starts with the transition into school. There are strong established links with First Steps Playgroup, situated in Rocester. From January prior to the children entering school in September, the children are offered the opportunity to spend some time each week for part of a morning learning in our school. Teachers also visit other pre-school providers if the child does not attend First Steps. Parents/carers are then invited in for a welcome session to provide information about the school and to answer any questions. This is then supplemented with a strong transition programme that begins in June for all children registered to enter the school in September. The children spend part of one morning each week within their new classroom until the final session, when they stay for the whole morning. This has enabled all children to feel secure in our school by the time they start school in September.

Once the children start their foundation year the parents are invited in to a number of workshop sessions. This enables a strong relationship with families to develop from the very beginning.

Monitoring and review

The policy will be monitored by the staff and the governing body. It will be reviewed formally every three years.

Date - September 2016

Review Date - September 2018

Signed