

HAMPDEN GURNEY

Church of England Primary School

Nutford Place London W1H 5HA

Tel 020 7641 4195/4193 FAX 020 7641 5468

Headteacher: Mrs E Chua, B. Ed. M. Mus



Ofsted
Outstanding
2008|2009

Hampden Gurney CE Primary School

Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.” (Statutory Framework for the Early Years Foundation Stage)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Hampden Gurney, most children join us from age three up to rising five when they then move onto Year one.

The EYFS is based upon four principles:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

A Unique Child

At Hampden Gurney 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 and have their own interests. Children’s attitudes to learning is influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing circle times/assemblies and reward stickers, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Hampden Gurney are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the EYFS we set individual, realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;

- setting individual targets on a termly basis to monitor each individual's needs and progress.
- allowing the children to have ownership of their own learning through involvement in termly self-assessment.
- using a wide range of teaching strategies based on children's learning needs and styles;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the Foundation Stage are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

Through our Safeguarding Policy, we aim to safeguard all pupils emotional , social, spiritual and physical well-being.

Positive Relationships

At Hampden Gurney we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we highly value the contribution that parents make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school by doing home visits in the Nursery;
- offering parents regular termly opportunities to talk about their child's progress and providing opportunities look through their child's special Profile;
- encouraging parents to talk to their child's teachers about any concerns they may have;
- arranging a range of activities throughout the year that encourage collaboration between child, Foundation Stage and parents. For example, fund raising days like Jeans for Genes day, World Book day, concerts including Mother's and Father's day picnics, Christmas Concert, International day, Easter Bonnet day, school trips, etc to which all family members are invited. Parents are also encouraged to engage in a weekly library rota and specific dates where parents come in to share creative Art & DT activities;
- providing end of topic celebration days for the children to share their achievements with their parents;
- providing space in the child's "profile" for parents to leave comments relating to the children's achievements;
- there are two formal meetings per year (Autumn and Spring term) at which time the teacher and parent discuss the child's progress and development;
- parents are encouraged to share home experiences of the child as part of evidence for the ELG.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Foundation Stage the teachers in the class acts a 'Key Person' to all children in within their class and additional adults acts as secondary key person.

The EYFS Principles into Practice card (2.4 Positive Relationships - Key Person) says, 'A key person has special responsibilities for working with a number of children, giving them reassurance to feel safe and cared for and building relationships with their parents.'

FS staff carry out home visits. These visits provide the opportunity to discuss individual needs and to meet with pupils and parents who are new to Hampden Gurney within their home environment.

Enabling Environments

At Hampden Gurney we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Curriculum Map and the Medium Term Plan alongside Short Term (weekly planning), which is based around the individual children's needs and interests.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual Profiles and additional evidence books. They also contain information provided by parents and other settings etc.

The Learning Environment

The EYFS learning environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, creative and explore as well as be quiet and rest. The environment is set up providing opportunities across all seven areas of learning in learning areas, where children are able to find and locate equipment and resources independently. Reception has an outdoor play deck area connected to the classes by a set of stairs. Nursery is separated from the play deck by a corridor.

In addition the FS makes use of the roof garden and the science lab for projects like planting, searching for minibeasts etc. This has a positive effect on the children's development, offering opportunities for doing things in different ways and on different scales; opportunity for children to explore, use their senses and be physically active. The children also have access to the school library and ICT suite once a week.

Every Child Matters

Our curriculum and aims carefully ensure all children are encouraged to reach their full potential. All of the children in our EYFS are entitled to:

- Be healthy
- Stay safe
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well being

Learning Development

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- the partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that staff have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;

Areas of Learning

There are seven areas of learning and development in the EYFS. These 7 areas are used to plan children's learning and activities through the **Early Years Outcomes**. These have been categorised under two different areas:

At the first stages of development, children are working within the three **Prime Areas**:

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

These prime areas are essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in four **Specific Areas**. These are:

Literacy
Mathematics
Understanding the world
Expressive arts and design.

The Characteristics of Effective Learning will underpin all seven different areas of learning and development, and represent the importance of process rather than the outcome. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. All areas are therefore delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Reviewed: October 2014 - Faye Rush- Early Years Co-ordinator