



EYFS Policy

Introduction

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. At Bishops Lydeard Church School and Nursery, the children are supported to learn within the EYFS curriculum in our nursery from age 2 to the end of the child's reception year.

The early year's experiences we offer our children are based on the following principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Learning and Development

There are seven areas of learning and development in the early year's curriculum. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime areas**, are:

- communication and language;
- physical development;
- personal, social and emotional development.

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The **specific areas** are:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

All of the areas are delivered through planned, purposeful play, with a balance of adult-led (child working with the adult), adult supported (adult supports child in self chosen activity) and child-initiated (child chosen) activities, both indoors and outdoors.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.

- **Physical development** involves providing opportunities for young children to be active and interactive; to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.

- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; to have confidence in their own abilities.

- **Literacy** development involves giving children a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Children are encouraged to develop their auditory and visual discrimination skills which lead into linking sounds and letters and begin to read and write.

- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children entering the Foundation Stage at Bishops Lydeard Church School, either Nursery or Reception are visited at home so the child has an opportunity to meet the school staff in their own home environment. This forms the beginning of a positive partnership between school and parents or carers in working together to ensure the best possible start for each individual child.

In the Nursery, the settling in process is unique to each child in order to meet their individual needs. Staff work closely with parents to organise visits and settling in sessions that will ensure children have the best possible start to their time at Bishops Lydeard Church School

In the summer term, prior to joining Reception at Bishops Lydeard Church School, staff make contact with children's pre-school settings to get to know the children and discuss their transition with the staff. Transition records are sent to us at the end of the term. The Reception and Nursery staff teams at Bishops Lydeard Church School work closely together to ensure a smooth transition for children. Opportunities are taken throughout the year for Nursery children and Reception children to play and learn together, through both planned events as well as during free-flow independent learning times.

At Bishops Lydeard Church School, we consider the individual needs, interests, and stage of development of each child in our care and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

At Bishops Lydeard Church School, we ensure that the requirements of the EYFS are met through all seven areas of learning and development, in order for children to make progress towards the early learning goals, which are the established expectations for most children to reach by the end of the EYFS.

Adults working with the youngest children focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities children need to develop and learn effectively and become ready for school. Throughout the early years, if a child's progress in any prime area gives cause for concern, we discuss this with the child's parents and/or carers and agree how to support the child.

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

Play

At Bishops Lydeard Church School, we recognise that play underpins all learning and development for young children. Children learn by leading their own play, and by taking part in play which is guided by adults.

It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well planned experiences based on children's spontaneous play, both indoors and outside we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults as well as on their own. They communicate with others as they investigate and solve problems. As children grow older, and as their

development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

At Bishops Lydeard Church School, we recognise children learn in different ways, so we consistently feedback to parents on their child's learning and reference the characteristics of effective learning in the Early Years Foundation Stage.

- **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;
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, all practitioners at Bishops Lydeard Church School receive regular training. The identification of training needs of all adults is part of an on-going process.

Monitoring and Review (School)

It is the responsibility of the EYFS teachers and staff to understand and adhere to the principles stated in this policy.

There is a named Governor responsible for the EYFS. This Governor will meet with the EYFS teachers / leader on a regular basis to discuss practice in the EYFS and feedback to the Governing Body.