



An All-through Co-operative School
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Early Years Foundation Stage (EYFS) Policy.

Preston Manor Lower School (PMLS) recognises the importance of Early Years Education as the foundation upon which children build the rest of their lives. PMLS aims to develop each child to his or her full potential. Early Years education is concerned with the physical, social and emotional, aesthetic and cognitive development of the individual, with no one area standing in isolation from the others. EYFS education is based upon four themes outlined in the most recent DfE framework:

The EYFS is based upon four themes

- 1. A unique child**
- 2. Positive relationships**
- 3. Enabling environments**
- 4. Learning and developing**

A Unique Child

At PMLS we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Inclusion

All children and their families are valued at PMLS. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's Inclusion Leader and Phase Leader support quality first teaching for all needs.

Positive relationships

All children and families are invited to participate in either home visits, welcome sessions, school tours to build a relationship with key staff. Developing a positive relationship and secure attachment with the adults in school enables them to feel safe, and have their emotional needs supported. We recognise parents/carers are the child's first and foremost educators and we work strongly to develop strong links with them we do this by

- Inviting parents into school before their child starts to discuss concerns/give information
- Arrange home visits prior to entry





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- Hold parent evenings 3 times a year
- Encourage them to settle their child during the first half term, and stagger the children in so staff have a better opportunity to get to know each one
- Hold parent workshops to support their work at home
- Provide a yearly report

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 in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. 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 folders. Active 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 developing

At PMLS we recognise children develop and learn in different ways. Effective learning and teaching is supported through

- The understanding that staff have the knowledge of how children develop and learn, and how this must be reflected in their teaching.
- The range of approaches that provide first hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.
- The carefully planned curriculum that helps children to achieve the Early Learning Goal's at the end of the EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellect, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning and to develop independence and self-management.
- To support for learning with appropriate accessible space, facilities and equipment both indoors and outdoors, including the effective use of ICT. The identification, through observations of children's progress and future learning needs, which are regularly shared with parents.

The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage Curriculum framework (September 2012) provides a structure of learning opportunities through which we develop the different aspects of early education. These include:

Three prime areas of :

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

Four specific areas of:

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

At PMLS, children meet learning opportunities within a happy, secure and interesting environment through practical activity, enquiry and purposeful play, with consolidation through practice talk and reflection.

At PMLS it is the responsibility of the Reception class teacher, in conjunction with the Key Stage 1 teachers, EYFS & KS1 Phase Leader and the Head of Lower School to provide a curriculum that takes into account the ability of every child. Combining where appropriate the early learning goals and Key Stage 1 National Curriculum, so that by the end of Reception/Foundation stage the children will be fully prepared for learning at Key Stage 1.

Assessment & Reporting

Statutory Baseline Assessments are undertaken at the start and end of each year based on the **17 Early Learning Goals** from the Foundation Stage Profile. These form the basis for the monitoring of pupil progress as the children **emerging, expected or exceeded** progress through Reception. Ongoing teacher assessments are undertaken in line with the Foundation Stage Profile and the 8 Learning Powers of a Growth Mindset (see Assessment Policy) - these forming the basis for the end of year report to parents.



Planning and Teaching:

The teachers will plan and teach a balanced range of activities and experiences to cover the **seven** areas of learning outlined by the DfE in the new EYFS Framework September 2012.

Curriculum timetable.

Where appropriate, the Foundation Stage curriculum is developed within a cross-curricular context. To utilise good practice and to help prepare the children for the introduction of the Literacy and Numeracy in Year 1, some whole class or small group Literacy and Numeracy teaching takes place each day including extended provision with adult initiated and child led activities.

Policy written by: R Taylor, Deputy Head of Lower School

February 2014

To be reviewed February 2016