GPS Early Years Foundation Stage (EYFS) Policy

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provides the foundation children need to make the most of their abilities and talents as they grow up. **('The Statutory Framework for the Early Years Foundation Stage.' DfE July 2023).** The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

Areas of Learning
The EYFS is made up of seven areas of learning:

PRIME AREAS

- Personal, Social and Emotional Development
- Physical Development
- Communication & Language

SPECIFIC AREAS

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are delivered throughout our curriculum and are closely linked together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities.

The EYFS classes have an outdoor area used all year. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active, linking the indoors and outdoors together. In each area there are Developmental Matters and Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

At Gatton Primary school we believe:

- 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.

A Unique Child
At Gatton Primary School we recognize that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

Children are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mindset. The children are taught how to learn and how to become successful learners.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Gatton School are treated fairly regardless of race, religion or stage of learning. We teach children that practice and effort lead to learning and improvement. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and 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 through a creative curriculum and the learning environment.
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and acting to provide support as necessary
- -a wide range of opportunities to motivate, support and develop;
- -planned activities that build on and extend children's knowledge.

It is vital that all children in the school are safe. We provide opportunities to help children develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Positive Relationships

At Gatton School we recognize that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise the important role parents play in educating the children. We do this by:

- Staff develop good relationships with all children, interacting positively with them and taking time to listen to them.
- The children from our feeder nursery (Al-Risaala nursery) have the opportunity to spend time with their teacher before starting school during a transfer session;
- Support children through the transition from pre-school to Reception by providing parents with the option of their children attending part time during the first few weeks;
- Inviting all parents to an induction meeting during the term before their child starts school in order to detail how we aim to work with their child;
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;

- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: reading sessions, school trips, assemblies;
- Providing a quiet and confidential area where parents are able to discuss any concerns.

Observation, Assessment and Planning
Planning within the EYFS starts with the Long-Term Plan in conjunction with KS1 and the school's topics. Medium Term Plans are written termly and used by the EYFS teachers as a guide for weekly planning. A weekly focus is based on the learning objectives linked to the EY curriculum and shared with all EYFS staff. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms and then uploaded onto our online assessment portal named Seesaw.

At Gatton Primary School we use an online assessment tool called Target Tracker to track all 17 assessment scales derived from the ELGs (Early learning goals) on the EYFS curriculum framework (2021)

Each child's level of development is tracked and recorded against age appropriate expectations. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and the Characteristics of Learning.

Learning and Development
At Gatton Primary we recognize that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

Play
Children's play reflects their wide range and varied interests. Through play, children learn to be inquisitive, creative, questioning and experimental. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The children are encouraged to try new activities and judge risks for themselves. They practice and build on ideas, learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

The Aims of the Foundation Stage Curriculum and how these contribute to the school's aims.
The school aims to ensure that the curriculum for the foundation stage underpins all future learning by supporting, fostering, promoting and developing children's:
-Personal, social and emotional well-being;
-Positive attitudes and disposition towards their learning;
-Social skills;
-Attention skills and persistence;
-Language and communication;
-Reading and writing;
-Mathematics;
-Knowledge and understanding;
-Physical Development;
-Creative Development.
-British Values
-CHES (Curriculum, Health, Environment, Spiritual) Gatton Curriculum Drivers

Enabling environments
The learning environment in and out of doors will be planned effectively to meet the requirements of all areas of learning. It will be well organized into clearly defined areas.

The areas will include:
-An attractive and comfortable place to read;
- Sand with a variety of equipment;
-Water with equipment;
-Mathematical and scientific opportunities
-A writing area with a variety of paper and tools to mark, make or write;
-Imaginative play area
-A variety of creative media such as paint, clay, wood, junk materials;
-Growing things;
-A sensory area to meet the needs of all learners
-A Math's investigation area to encourage child-initiated math's learning.
-A challenge area with an activity relating to the need and next steps of the class.
-A variety of writing and reading opportunities throughout the environment
- A variety of outdoor play equipment;
All areas will be attractive and suitably resourced so that children are encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult. Resources will be organized in such a way that the children are enabled to make informed choices, select independently what they need and take responsibility for tidying up.
The environment and resources are set up to engage and allow children to reflect upon their personal experiences, which includes varied home and community, the multi-cultural nature of the United Kingdom. This also avoids gender stereotyping.

Learning Outdoors
Great emphasis is placed on ensuring the outdoor learning environment contributes to all areas of learning. Children have access to both the indoor and outdoor activities which provide similar learning opportunities. Resources are setup to promote independent learning choices. All children will be encouraged to take part in the outdoor experiences.

The staff will:
-Work in partnership with parents and carers;
-Promote children's learning through planned experiences and activities that are challenging but achievable;
-Teach skills and knowledge;
-Understand that children learn in different ways and at a different pace to each other;
-Use rich and varied language to help children to develop linguistic structures for thinking;
-Plan both indoor and outdoor provision to maximize opportunities for children's learning.

Staffing & Organization
The reception class will be staffed by a suitably qualified teacher. In addition, each class will have an assistant who will also be employed on a full-time basis.

Health and Safety
At Gatton, the outdoor risk assessment is shared with staff members, which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, in the safeguarding and child protection polices, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework, at Gatton we undertake;

- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

Transition
From Pre-school/Feeder settings
During the summer term prior to a child's entry into the Reception, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about the ethos of the school, school procedures, layout of the school and any concerns they may want to express.
- The children from our feeder nursery are invited to visit their reception class.
- Members of staff from Gatton make visits to the feeder nursery where possible.
- Parents will have the opportunity to spend time in the child's class in order to settle their child within the first few weeks.

Transition from EYFS to Key Stage 1
The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinesthetic approach to teaching and learning (learning by carrying out a physical activity, rather than just listening) is maintained and built upon to offer a creative, hands-on method of teaching and learning.

The Year 1 classroom aims to reflect a similarity to the Foundation Stage classroom as it shows areas of learning available to the children e.g., role - play, art and creativity, reading and quiet areas. Although Year 1 is the first year within which the National Curriculum is followed, we continue to develop the independent learning skills established in the Foundation Stage.

Before the children move from the Foundation Stage into KS1:
Teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the well-being and development of the child.

Information is used to identify groups of pupils to meet specific needs, adjust/fine - tune the curriculum and set future targets. Links are made between Early Learning Goals and National Curriculum (as many statements within the Foundation Stage curriculum are similar to the key objectives for numeracy and early criteria for literacy skills).

Once transferred to Year 1:
Children will have access to the Early Years Foundation Stage curriculum within the Year 1 setting as a transition into year 1 and where needed.

Leadership and Management
Priorities relating to the foundation stage will be identified in the school improvement plan as appropriate. Management roles and responsibilities will be reviewed in line with performance management procedures. Relevant staff training and development needs will be outlined in the school improvement plan. It is expected that all staff and governors are aware of the requirements of the foundation stage and the importance of the key stage in relation to the children's learning and its impact on raising standards across the school.