

Bawtry Mayflower Primary School EYFS Policy

Vision

Throughout their time in the Foundation Stage at Bawtry Mayflower we want our children to grow and develop into lifelong learners who have the skills to continue learning, not just through school, but through the rest of their lives. We recognise the importance of developing strong, secure relationships with the children and their families and believe that this is crucial to our work.

We promote the skills that the children need to develop independence, resilience, self-motivation, resourcefulness, and creativity. We want our children to achieve their very best and support every child in doing this through open-ended, exciting, challenging and purposeful play. The adults in our setting nurture the innate drive in children to learn and try out new things through modelling, scaffolding, questioning, problem posing, and through shared thinking. We will offer opportunities for our children to explore, engage, persevere, take risks, self-challenge, evaluate, develop their thinking, and solve problems. Strong partnerships with parents, carers and other settings mean that we have a fully rounded view of the child, what they can do and what they need to be able to do next.

At Bawtry Mayflower we are committed to ensuring that children become effective learners; the characteristics of effective learning play a central role in this. The three characteristics of effective learning are:

- Playing and exploring
- Active learning
- Creating and thinking critically.

We ensure that children are given continual opportunities to develop the characteristics of effective learning through teacher led sessions and opportunities for purposeful play.

Purposeful Play & Direct Teaching

Teachers select the most appropriate method for teaching based on their knowledge of the children's, the curriculum and evidence based research e.g. EEF Early Years Toolkit.

Children's play reflects their wide ranging and varied interests and preoccupations. We believe that playing with peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children and they communicate with others as they investigate and solve problems.

Aims

- Promote the value of learning through play and exploration, extending and enhancing the natural curiosity of the child
- Provide a firm foundation for life-long learning.
- Promote independence
- Provide structured activities
- Provide opportunities to learn through first-hand experiences
- Provide opportunities for children to build on what they already know
- Develop confidence and self-esteem, enabling each child to develop as an individual
- Promote learning as an exciting and enjoyable experience
- Provide a smooth transfer between Nursery, Reception and Year One.

Objectives

To achieve our aims we will: -

- Provide a stimulating, interesting environment which encourages learning through play and exploration, using all the senses
- Provide high quality teaching and facilitate high quality learning through exciting, first hand experiences
- Value and build on previous experiences
- Allow time for children to produce work of depth and quality
- Acknowledge that how children learn is as important as the content taught
- Provide a foundation for positive attitudes ('I Can')
- Celebrate achievements
- Deliver the curriculum using a variety of teaching strategies

A Unique Child

At Bawtry Mayflower Primary School 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. We use praise and encouragement, as well as celebration/ sharing assemblies, rewards, and show and tell, to encourage children to develop a positive attitude to learning.

Inclusion

All children and their families are valued within our school and we value the opportunities that diversity brings.

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. We set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all groups through:

- individual planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- 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;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- 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

We teach children about 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. This enables children to learn how to take risks while understanding how to recognise and avoid hazards.

SEND Co-ordinator- Mrs Wood

Health, Welfare and Keeping Safe

Children learn best when they are happy, healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

At Bawtry Mayflower Primary School 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.

At Bawtry Mayflower Primary School we support wellbeing through:

- promoting hygiene, preventing the spread of infection and taking appropriate action when children are ill.
- managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs. Children are taught to share, take turns, be kind and to make the "right" choices.
- ensuring all adults are suitable to work with children.
- ensuring that the premises, furniture and equipment is safe and suitable for purpose
- ensuring that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintaining records, policies and procedures required for safe efficient management of the setting.
- carrying out risk assessments regularly reporting maintenance requirements when necessary.
- ensuring that staff have appropriate paediatric first aid training.
- follow all school policies and procedures for medicines in school and for reporting safeguarding concerns .

Positive Relationships

At Bawtry Mayflower Primary School 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 and Supporting Learning

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- giving children the opportunity to spend time with their teacher before starting school during transition times;
- inviting all parents to an induction meeting during the term before their child starts school;
- meeting with parents prior to children starting school and offering regular opportunities to talk about their child's progress throughout the year.
- having an open door policy encouraging parents to talk to the child's teacher if there are any concerns;
- sharing information about learning via the website and newsletter.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents e.g. family activities, sports day etc;

Supporting Learning and Key Person

All staff involved with the EYFS work with and form secure relationships with all children. Every child is also designated a 'key person' who provides the reassurance to feel safe and cared for whilst building a secure relationship with their parents.

Observation, Assessment and Planning

We make regular assessments of children's learning and we use this information to ensure that planning reflects identified needs. Assessment in the EYFS is carried out through planned and incidental observation of the children during child initiated and adult led activities. This involves all of the EYFS staff as appropriate. These observations are recorded and may also contain information provided by parents and other settings.

Samples of children's work are kept in individual children's learning journals that help to track the progress that child is making during the foundation stage. On completion of the foundation stage an EYFS profile will be completed for each child including a short commentary on each child's skills and abilities in relation to the three characteristics of effective learning.

All assessments are shared during the transition process with Key Stage 1 teachers.

The Learning Environment

The EYFS unit, both inside and outside, is organised to allow children to explore and learn securely and safely. There are areas where the children can be active and areas where they can be quiet. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan

activities and resources for the children to access outdoors that help the children to develop in all areas of their learning.

Wider Contexts

At Bawtry Mayflower Primary School, we endeavour to forge and build relationships with other settings, organisations and services. We believe that through sharing expertise, listening and involving the children, we can achieve positive contributions both to our school and the wider community.

Transition - Nursery through to Reception through to Key Stage 1

At Bawtry Mayflower Primary School, the EYFS has close links with the rest of the school. In order to ease these transitions we do the following:

- Nursery and Reception children are taught in our Foundation Stage Unit.
- Reception children join whole school events and assemblies where appropriate.
- Provide parental guides and workshops in the progress of reading and numeracy skills.
- Ensure that year 1 teachers have a range of opportunities to visit the children within the foundation stage setting and the children regularly visit the Y1 classrooms at the end of the summer term.
- Have transition meetings to discuss children's progress towards the early learning goals and to set their next steps for the beginning of year 1.

Policy updated: December 2020