Morven Park Primary School
Early Years Foundation Stage 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 provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory framework for the EYFS 2021

Our Aim

In the Foundation Stage, we aim to follow the new EYFS framework 2021, to ensure that **all** children in the Foundation Stage aged from 3-5 are safe, happy, healthy (including oral health), and secure, learn and develop through play and thrive in our environment.

We aim to provide a high quality and consistent curriculum, so all children make good progress and have a secure foundation. We commit to developing good partnerships with parent/ carers to ensure a whole approach to the children's learning and development.

Our Curriculum

Our curriculum consists of the 7 areas of learning;

The 3 prime areas:

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

The 4 specific areas:

- literacy
- maths
- understanding the world

- expressive arts and design

Approaches to our curriculum

Stories, books and nursery rhymes are at the centre of our curriculum.

We are committed to focusing on early language and extending children's vocabulary focusing on embedding and developing vocabulary skills across all of the 7 areas of learning, because we know this will improves child development in a broad curriculum.

We are also committed to focusing on the characteristics of effective learning which are crucial to supporting children's progress and development. These are:

- **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

We always consider individual needs, children's interests and how children develop, when creating our challenging and enjoyable environment and curriculum.

Measuring Progress

We use 'The Development Matters' non-statutory curriculum guidance for the early years foundation stage to help inform our approach to the curriculum, putting the educational programmes into practice. Parents are regularly kept up to date with their child's progress and development.

We also use the 'QEd Summary Goals and Curriculum Guidance' tracker, to help us to use common language when talking about and tracking children's progress towards their end of year requirements.

During the summer term of Foundation Stage 2, we assess the children against 17 Early Learning Goals to give practitioners (including future) and parents a summary of the knowledge, skills and understanding children should have gained by the end of their reception year. Practitioners use their knowledge and experience of the children to make judgements of their readiness for Year 1. These assessments inform us as to whether the children are meeting expected levels of development or if they are not yet meeting these levels of development (emerging).

Guiding Principles

We follow the EYFS framework 2021 for guidance into the 4 guiding principles. We use these 4 principles to shape our practice:

- 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 with teaching and support from adults,** who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development.** Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Our Environment

Our environment reflects the importance that is placed on children learning through play and first-hand experiences, developing independence, and having opportunities to initiate their own activities.

Our indoor and outdoor continuous provision:

- Small world
- Role play
- Construction
- Sand
- Water
- Reading areas with a range of fiction and non-fiction books
- Writing/ mark making areas range of writing resources
- Interactive whiteboards
- Playdough
- Instruments
- Painting and creative equipment
- Maths areas
- Fine motor activities
- Gross motor activities
- Communication friendly spaces
- Messy play
- Sensory activities

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