



Horsington Church School

"That they may have life, Life in all its fullness."
John 10:10



EARLY YEARS POLICY

We believe that all children have a right to high quality learning experiences and high quality care. We intend that all Reception children have access to a balanced and structured programme of learning which encourages and develops each child's potential to the full and takes into account the individual development level alongside that of intellectual growth.

The Early Years Foundation Stage sets the standards to ensure that children learn and develop well and are kept healthy and safe. It provides teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

THE EARLY YEARS FOUNDATION STAGES

There are four guiding principles of the EYFS:-

1. **A unique child** with commitments to:
 - 1.1. Child development
 - 1.2. Inclusive practise
 - 1.3. Keeping safe
 - 1.4. Health and well-being
2. **Positive relationships** with commitments to:
 - 2.1. Respecting each other
 - 2.2. Parents as partners
 - 2.3. Supporting learning
 - 2.4. Key person
3. **Enabling environments** with commitments to:
 - 3.1. Observation, assessment and planning
 - 3.2. Supporting every child
 - 3.3. The learning environment
 - 3.4. The wider context
4. **Learning and development** with commitments to:
 - 4.1. Play and exploration
 - 4.2. Active learning
 - 4.3. Creativity and critical thinking
 - 4.4. Areas of learning and development

Play is important tool for development and learning.

The characteristics of effective learning.

The ways in which a child engages with other people and their environment – playing and exploring; active learning; and creating and thinking; critically underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Playing and Exploring - engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
Keep trying

Enjoying achieving what they set out to do

Creating and thinking critically - thinking

Having their own ideas
Making links
Choosing ways to do things

THE FOUNDATION - EARLY LEARNING GOALS

At this school we recognise the importance that younger children have the right to expect that their educational experiences will provide them with a sound foundation. The Reception children will follow the framework for the Early Years Foundation Stage (EYFS) which gives them many opportunities for experience and learning.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **prime areas**:

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

Providers must also support children 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

THE LEARNING ENVIRONMENT

The Early Year environment is carefully structured to achieve the full teaching and learning potential. There is a balance between active, quiet, individual, group and class times. Direct experience and appropriate language organised by the teachers and assistants who understand the needs and interests of young children are provided for cognitive growth. The adult's role is interactive and will show an awareness of what the children are learning. It is important to ensure the children widen their experiences of the world and develop new challenges. This is created by a careful selection of materials and activities provided. In this way children can develop positive self images as well as growing emotionally, socially and intellectually. We encourage children to take calculated risks through direct experience.

PLANNING ASSESSMENT AND RECORDING

PLANNING

Long term will detail activities and areas to be covered.

Daily and weekly planning will detail learning objectives, activities and skills to be developed.

ASSESSMENT

Baseline Assessment takes place within the first six weeks in which a child starts Reception.

In the final term of the year in which the child reaches age 5 the EYFS profile is completed.

Each child's level of development is assessed against the Early Learning Goals.

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