



At Burnhope Primary School, we provide equality of opportunity for all. For us, inclusive education means provision that meet the needs of all learners and the developmental stage at which they are working. We believe that quality learning takes place by ensuring that the children in our care feel valued and develop a good sense of well-being. At the heart of our thinking is the commitment that all children are actively included and fully engaged. Our school provides an environment that is not only inclusive for our children but forges involvement and encouragement of our parents. Thus removing barriers to learning and respecting diversity in all its forms. We value differences in belief and opinion, customs, appearance, ideas and ability, and we always endeavour to be an inclusive school family.

Early Years Foundation Stage Policy

Introduction

This document is a description of our current practice and procedures in the teaching of the Early Years Foundation Stage. The characteristics of effective learning are 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 a child to remain an effective and motivated learner.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS. Prime areas are fundamental, work together, and move through to support development in all other areas.

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

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. Specific areas include essential skills and knowledge for children to participate successfully in society.

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

It also refers to our practice of cross curricular teaching and learning which encourages children to make links and practise skills in a relevant and interesting way.

Our belief is that all individual learning styles should be recognised and honoured in a creative learning environment. The way in which we learn is as important to progress and success as *what* we learn.

The following policy reflects the consensus of opinion of the teaching staff and has the support of the governing body. It is updated by means of annual review, when aims are set for the following year.

Subject Intent

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.

The overarching aim of the EYFS is to help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- setting the standards for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- creating the framework for partnership working between parents and professionals, and between all the settings that the child attends;
- improving quality and consistency in the early years sector through the statutory framework for the EYFS
- laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Entitlement

Teaching and learning of all subject areas begins in the Foundations Stage and has its basis in play and discovery.

Every child, regardless of ability, experience and background will be supported to be successful within this area of learning. Those children identified as requiring extra assistance are afforded opportunities through time spent with staff members as well as the support entitlement of their individualised support plans.

There are similar expectations to present work across the curriculum so that children are encouraged to present their work to their highest standard and their best.

Curricular Delivery

The learning and teaching of the different curriculum areas within the Early Years Foundation Stage within the timetable varies according to the interests and needs of the children. In the Foundation Stage, much of the learning takes place through play which is important for children's all round physical, emotional, intellectual and social development. Links are made to the seven areas of learning in the Early Years Foundation Stage Framework.

As a school, we have chosen overarching topics however are flexible and these and may change if a different opportunity for learning is presented through a child's play. Providing motivation and a passion for learning.

Learning and Teaching

Foundation Stage teachers follow their specific curriculum, with subjects being taught as part of themed work usually initiated by the children. Each week, there is a Literacy and Maths focus and phonics is taught through our RWI programmes and is rigorously monitored to ensure the children are grouped correctly and make rapid progress.

Priorities for the Early Years Foundation Stage are identified as children being happy, safe and secure within their learning environment which will promote a lifelong love of learning throughout the rest of the school. We want children to achieve their full potential and become confident individuals through the relationships they make.

All work is differentiated for ability or outcome, based on the needs and skills of the children in the class.

Resources

The quality of resources offered to our children, as a vehicle for their learning, is seen as crucial to the overall success of learning and teaching within the school. These are chosen in order to provide a context for learning which will motivate, inform and enrich the lives of our children.

Health and Safety

Class teachers will carry out individual risk assessment based on activities, substances or equipment used. These will take into account age of children and level of supervision and will identify measures to reduce risk. Intimate care policies are provided for children who need extra help with toileting skills.

Assessment, Recording and Reporting

The most important and productive assessment is the on-going, formative teacher assessment of learning made by staff during their daily teaching. Learning outcomes are shared and immediate feedback and next steps for the children can be discussed. All children have a learning journal made up observational assessments which are made during child initiated learning opportunities as well as some focused tasks. These are shared regularly with parents, the children have a My World Book where they can share home experiences. Assessments in Nursery and Reception are made using Development Matters and tracked using Learning Journals and School Pupil Tracker (O Track). The final Foundation Stage assessments are made in the Summer Term against the Early Learning Goals and moderated internally as well as with support from the LA.

Monitoring

Teaching and learning, curriculum coverage and standards are monitored by members of the curricular group. Evidence is collected and monitored e.g. photographs, planning, lesson observations, book scrutiny where applicable and examples of work/outcomes.

Special Needs/Inclusion

Every child in the school has access to their full entitlement regardless of need and we are very inclusive and celebrate each child.

Differentiation extends to planning and preparation for individual children as deemed appropriate. For example some children may have a sensory diet and accommodation can be made for this in school.

A Partnership between Home and School

We recognise that learning begins at home and therefore we value the contributions of parents in teaching and learning. Parents are informed through Newsletters and class dojo as to what we are covering and the interests that their child may have.

Equal Opportunities

We monitor both the delivery and coverage of the curriculum to ensure that all children have equal access. We acknowledge differences positively. Every child is unique and has their own special qualities.