

# Al-Khair Oldbury School

## Early Years Foundation Stage



**Approved by:** Sajad Akram

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**Last reviewed on:** 27<sup>th</sup> October 2020

**Next review due by:** 27<sup>th</sup> October 2021

## 1. Aims

At Al-Khair school we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS '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.'

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

At Al-Khair Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the 'Statutory Framework taken from the EYFS 2017 Handbook' we understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so, through CRB/DBS checks.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Having trained Designated Senior Persons (DSP) in school, with recognized procedures in place.

## 3. Principles

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

### **Principles into practice**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning through creative and academically based activities
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out

## **4. Legislation**

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## **5. Structure of the EYFS**

Our Early Years Provision consists of one year of full-time study.

## **6. Curriculum**

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create a stimulating environment to encourage children to develop confidence when speaking and developing creativity.

## **6.1 Planning**

The observations and tracking of children's progress will be more holistic, meaningful and personalised and the process allows us to develop better working relationships with you as parents.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using RWInc.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

## **6.2 Teaching**

We create a stimulating environment to encourage children to develop confidence when speaking and to develop creativity.

Each area of learning and development is implemented through a mix of adult-led and child-initiated activities along with some planned, purposeful play. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

During the year and as their development allows, the balance is shifted towards more adult-led activities in the term prior to starting Reception and to help children prepare for more formal learning in year 1.

## **6.3 Inclusion**

We value all our children as individuals at Al-Khair, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality.

## **7. Observation and Assessment**

At Al-Khair Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. The Learning Journal is used to record the observations and create a record for each individual child.

At the end of the reception year, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development ('developing')
- Not yet reaching expected levels ('entering')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

## **8. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

## **9. Safeguarding and welfare procedures**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Details of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **10. Monitoring arrangements**

This policy will be reviewed and approved by the Executive Headteachers every year.

## Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See Safeguarding and Child Protection Policy
Procedure for responding to illness	Pupil Sickness Policy
Administering medicines policy	Pupil Sickness Policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	See Missing Child Policy and Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	See Complaints Procedure Policy