



Platt C.E Primary School **Early Years Foundation Stage Policy**

Platt C of E Primary is a special place that prides itself on the core Christian values of Care, Learn and Forgive. Children are happy, safe and valued.

Each child should be able to 'Live life in its fullness' (John 10:10). Children are provided with an inclusive Christian education that nurtures individual talents and provides enjoyable and memorable learning opportunities, to become the best they can be both academically and socially.

Our children are articulate and confident to challenge and protect the amazing world God created for them and future generations.

Introduction

"Every child deserves the best possible start in life and support to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have major impacts on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow." *New Stat Framework for Learning, 2021*

The EYFS curriculum and provision at our school is vital in ensuring each child at our school has firm foundations for learning. We believe in teaching children how to learn and throughout the provision offered, opportunities planned and routines of the day we encourage the children to become part of our school; fully immersed in the values of Caring for each other, Learning together and Forgiving one another.

Principles

The EYFS is based upon four principles:

A unique child.

Every child is unique, they are constantly learning and can be resilient, capable, confident and self assured.. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships. We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments. We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and development. Reception class is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The unit is set up in learning areas where children are able to find and locate equipment and resources independently. At Platt CE Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Reception team work effectively together to support the learning and development of the children in their charge.

Learning and Development :

Learning and development is categorised into three prime areas of learning:

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

Additionally, there are four specific areas of learning:

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

Learning Through Play

At Platt C.E Primary School, we strongly believe in the value of play- based learning. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities to develop a child's interests. Play-based learning and open-ended problem solving tasks will be planned in order to give the best learning opportunities for our children.

The Induction Process

During the Summer Term prior to starting school the following September the following visits and discussions will be conducted:

- Pre- school settings will be contacted and if possible, foundation staff will visit pre-school settings to gain a further understanding of your child.
- Parents and children will be invited into school for an information morning. (Please note this is for all new families and will be the opportunity to meet the team and for your children to visit the setting)
- Parents will be sent a questionnaire and this should be completed before the first day of term.
- A session for the children to be left without their carer will also be arranged.

When children join the school in September the following procedures will apply in order that they can become familiar with the school and that the reception team are able to carry out a short baseline assessment.

Children are invited to join the school full time from the first day of term unless under special agreement. This is based around the principle of building relationships and giving time for this to happen.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely together. In order to make this relationship the most successful for the children we will encourage two way communication throughout the school journey.

We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a home/school agreement which must be signed by all members of our school community.

- We will hold a parent consultation early in the year to establish how a child is settling into the school environment and share key information
- At Platt Primary school, we use an online learning journal system named Tapestry. This enables staff to take photographs, videos and make written observations of the activities your child does at school. You will then have access to this information (using your email address and a secure password to log in) so you can celebrate this learning at home too. Parents/Carers can also add their own photos and comments to the journal which we encourage so that we can take home learning into account when planning for your child.
- We will operate an “open door” policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will conduct a further parent consultation late in the academic year to inform parents and carers formally of a child’s results and overall progress.
- Throughout the year parents and carers will be invited into school to share learning opportunities and celebrate your child’s learning. These will be within the school day and will be planned with as much notice as possible.

Intimate Care

“Intimate” care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform the school nurse of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins the Foundation class at Platt.

Please read our Intimate Care Policy/Agreement in conjunction with this policy

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school’s Special Educational Needs Policy. The school’s SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school’s Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Safeguarding

Please read our Child Protection and Safeguarding Policy in conjunction with this policy.
The school Designated Child Protection Lead is Jenna Crittenden (HT)

The school has trained paediatric first aiders who will provide first aid should it be needed.