



Blackshaw Lane Primary  
& Nursery School

Early Years Foundation Policy (Update)

## INTRODUCTION

At Blackshaw Lane we believe that '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.'

Early Years Foundation Stage Profile -Department for Children, Schools and Families 2012

As children commence their journey at Blackshaw Lane, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment

## AIMS AND OBJECTIVES

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually from their individual starting points, in order to help them reach their full potential.

At Blackshaw Lane we will:

- ❖ Give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- ❖ Provide a broad, balanced, relevant and creative curriculum that will prompt independence, self-confidence and perseverance.
- ❖ Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- ❖ Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

## THE CURRICULUM

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The prime areas are:

- ❖ **Communication and Language** – Listening and Attention, Understanding and Speaking.

- ❖ **Physical Development** – Moving and Handling and Self Care.
- ❖ **Personal, Social and Emotional Development** – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness.

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are:

- ❖ **Literacy** – Reading and Writing.
- ❖ **Mathematics** – Numbers and Space, Shape and Measures.
- ❖ **Understanding the World** – People and Communities, the World and Technology.
- ❖ **Expressive Arts and Design** – Exploring and using media and materials and Being Imaginative.

### CHARACTERISTICS OF EFFECTIVE LEARNING

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the Nursery and Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics 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.

### TEACHING

All children are given opportunities to access a balance of adult led and child initiated activities across the day. These opportunities will be provided through the inside and outside provision.

Through observation we assess the children's interest, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

By the summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to Year 1.

## **ASSESSMENT**

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

On entry to Nursery and Reception, we carry out baseline assessments for each child. Over the course of the year we observe, assess and monitor the children's progress which then informs our planning and continuous provision.

At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. We also report on the characteristics of effective learning.

## **INCLUSION**

All staff within the foundation stage unit will ensure that all pupils, irrespective of gender, ability, ethnicity, and social circumstances have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the Foundation Stage.

This policy has been approved by the members of the full Governing Body of Blackshaw Lane Primary School.

Date of meeting:

Signed:

Review date: