

EYFS Policy

Overview

At Woodland Community Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. We aim to support all children to become independent and collaborative learners. At Woodland will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential through a carefully planned, play based curriculum.

Objectives

At Woodland we aim to;

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide an exciting, broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and will foster decision making, promote independence and develop self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to exceed their potential.
- 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.
- Place a great emphasis on the acquisition of Basic Skills and use this to underpin all learning and teaching.

Strategies

- Through high quality first teaching, and carefully planned provision, which maps the EYFS and takes account of learners diverse needs, we will ensure children fulfil their potential and develop lifelong skills.
- Adults will continually model, scaffold, support and question children to gain a clear picture of their strengths and next steps for learning.
- We will work in partnership with parents and carers and build up a holistic picture of each individual child, and encourage their input through Tapestry and other means of communication.
- We will ensure that children are happy, safe and that their individual needs are met.
- We follow the safeguarding and welfare requirements outlined in the revised Early Years Foundation Stage Statutory Guidance (2017) and the 'Keeping Children Safe in Education' document (2015).
- All staff will manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs as outlined in the school behaviour policy.
- Our team have a clear understanding of the observation, assessment and planning cycle, and use this knowledge to gather information about pupil progress through a number of different means. This information is then used to build a personal learning journey for each child, from which summative assessments are made.

Outcomes

Monitoring and reviewing

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Head teacher and EYFS co-ordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process.

Adopted by the Governing BodyDate.....July 2017.....Review Date.....July 2019.....