

King's Stanley



Playgroup

## **Kings Stanley Play Group**

# **Early Years Foundation Stage (EYFS) Policy**

**Title: Early Years Foundation Stage Policy**

**Person(s) who created policy: Vicki Richardson KSPG Manager**

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***Early Years Foundation Stage Policy “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. A secure, safe, and happy childhood is important in its own right. High quality early learning provides the foundation for children to make the most of their abilities and talents as they grow up.”***

***(EYFS Framework 2012)***

### **Links with the UN Rights of the Child**

#### **Article 15**

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

#### **Article 28**

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children’s dignity.

#### **Article 29**

Education must develop every child’s personality, talents, and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

#### **Article 31**

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

At Kings Stanley play Group, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. In our setting, children can start attending from the age of 2 years until they enter Primary School.

The EYFS is based upon four principles:

- **A unique child** - We recognise that every child is a competent learner who can be resilient, capable, 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 parents are a child's first educator and, children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, and professional relationships with all 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** – The EYFS 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. Kings Stanley Play Group is set up in learning areas where children are able to find and locate equipment and resources independently.



## **Learning and Development**

Early Years learning and development requirements comprise of:

- The seven areas of learning and development
- The early learning goals, which summarise the knowledge skills and understanding that all young children should have gained by the end of the reception year.
- The assessment requirements at the discretion of the practitioner

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

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

And **four specific areas** of learning:

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

## **The 3 Characteristics of Effective Learning**

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

### **1. Playing and Exploring**

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”



## **2. Active Learning**

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

## **3. Creativity and Critical Thinking**

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. Children learn through planned and self-initiated play activities. Learning through play gives children the opportunity to take risks, make mistakes and learn from their mistakes.

### **In the EYFS at Kings Stanley Play Group, we aim to**

- Provide a broad and balanced curriculum that will enable each child to develop to their full potential. We enable them to grow and learn in an environment without prejudice or inequality. Providing firm foundations for further learning and development.
- Ensure a child is valued as an individual.
- Provide a safe, challenging, stimulating, caring, environment which is sensitive to the needs of all children including those with additional needs.
- Enable choice and decision making, fostering independence and self-confidence.



- Work in partnership with parents and guardians and value their contributions ensuring that all children have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Ensure all children have equal access to the curriculum. It is important that the activities set for the children are differentiated according to age and ability.

All children begin school with a wide variety of experiences and learning. It is the privilege of all adults working in the Early Years Foundation Stage at Kings Stanley Play Group to accept the task of building upon these prior experiences. We do this through a holistic approach to learning, ensuring that parents, guardians, and all staff work effectively together to support the learning and development of the children in their care.

### **Planning**

Good planning is the key to making children's learning effective, exciting, varied, and progressive. Effective learning builds on and extends what children know and can already do.

Our planning is always informed by observations we have made of the children, to understand and consider their current interests, development and learning needs. All staff work together and are involved in this process. These plans are used by the staff as a guide for weekly planning.

### **Assessment**

Assessment in the EYFS takes the form of recorded observations, annotated examples of work and photographs. Each child has an individual online 'Learning Journey' in which evidence is recorded.

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Within the first three weeks of a child starting at Kings Stanley Play Group a baseline assessment is carried out in all seven areas of development. During their time in KSPG regular assessments are made of children's learning; we use this information to ensure that future planning reflects identified needs.

### **The EYFS Progress check at aged 2**

For children who begin at Kings Stanley Play Group before they turn 3 years old, a EYFS progress check will be completed before their 3<sup>rd</sup> birthday. This will be shared with the child's parents and any other setting the child attends.

### **The Early Years Foundation Stage Transition Record**

A Transition document is completed in June each year for each individual child moving onto school in September. A meeting is arranged with the Reception Teacher of the receiving school to discuss the child/children and pass on the document.

This document is also completed if a child leaves Kings Stanley Play Group and shared with the child's new setting.

### **Reporting to Parents**

Parents and/or carers are kept up to date with their child's progress and development through daily contact with staff, regular meetings, and formal parents' evenings.

At Kings Stanley Play Group progress meetings are regularly held/shared with parents/carers.