



EARLY YEARS FOUNDATION STAGE AND OUTDOOR PROVISION POLICY

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Buckton Vale Primary School children join at the start of the Reception year, in which the children turn 5 and complete the foundation stage. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four themes

- A unique child
- Positive relationships
- Enabling environments
- Learning and developing

A Unique Child

At Buckton Vale we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Inclusion

All children and their families are valued at Buckton Vale. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCO is called upon for further information and advice.

Positive relationships

All children are allocated a key person during their time in reception and specific time is timetabled in these groups daily. Developing a positive relationship and secure attachment with their key person enables them to feel safe, and have their emotional needs supported.

We recognise parents are the child's first and foremost educators and we work strongly to develop strong links with them, we do this by:

- Inviting parents into school before their child starts to discuss concerns/give information
- Invite parents to a review meeting shortly after their child has started
- Hold 3 parent evenings a year
- Encourage them to settle their child during the first half term, and stagger the children in so staff have a better opportunity to get to know each one
- Invite them on VIP visits where they can shadow their child for a day

- Hold parent workshops to support their work at home
- Provide email support direct to the teacher
- Provide a yearly report
- Encourage two way communication and sharing in home/school books where parents can find out key learning in school and can share home experiences with practitioners
- Use Tapestry, so parents can access their child's learning journeys daily and also contribute regularly. This also includes a 'News' page where parents can be kept up to date with relevant class information.

Enabling environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual online learning journey.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and developing

At Buckton Vale Primary School we recognise children develop and learn in different ways. Effective learning and teaching is supported through

- The understanding that staff have the knowledge of how children develop and learn, and how this must be reflected in their teaching.
- The range of approaches that provide first hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication
- The carefully planned curriculum that helps children to achieve the ELG's at the end of the EYFS
- The provision for children to take part in activities that build on and extend their interests and develop their intellect and physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning and to develop independence and self-management

- Support for learning with appropriate accessible space, facilities and equipment both indoors and outdoors, including the effective use of ICT.
- The identification, through observations of children's progress and future learning needs, which are regularly shared with parents.

Areas of Learning and Development

The EYFS is made up of 3 prime areas and 4 specific areas of learning:

Prime

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

Specific

- Maths
- Literacy
- Expressive Arts and Design
- Understanding the World

While these areas provide a framework for the early years curriculum, young children's learning does not easily divide up into distinct areas. A particular experience may develop learning over several of the areas at any one time. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Play Based Learning

Well planned play, both indoors and outdoors is one of the key ways in which children learn. It is the process through which children can explore, investigate, recreate and come to understand their world. It is not just imaginative play and role play but includes spontaneous, self-initiated lines of inquiry and exploration. Play is a vital component of children's lives. It is an important way skills are developed and practised. Play is essential for physical, intellectual, linguistic, emotional, and behavioural and social development.

Principles of High Quality Play

- Play is an intrinsic part of children's learning and development.
- Play has many possible but no prescriptive outcomes.
- Play challenges children and offers them the chance to learn in breadth and depth.
- Play draws on what children already know and can do and enables them to master what is new.
- Play enables children to apply existing knowledge and to practise their skills
- Play encourages children to communicate with others as they investigate or solve problems.
- Play offers children opportunities to explore feelings and relationships, ideas, and materials, connections and consequences.

- Play empowers children to make choices, to solve problems and to be independent in their learning.
- Play enables children to express fears or relive anxious experiences in controlled and safe situations.
- Play encourages children to struggle, to take risks and to become resilient as learners.
- Play can be supported and extended but not interfered with by adults.
- Play presents no barriers to children because of their language, cultures, abilities or gender.

Role of the adult

- To observe child-initiated play to understand and provide for their interests and needs.
- To plan and resource a challenging indoor and outdoor environment.
- To support children's learning through planned play activity.
- To extend and support children's spontaneous/self-initiated play.
- To extend and develop children's language and communication in their play
- To plan and deliver high quality focussed sessions based on prior learning and next steps of individual children.

Outdoor Provision

Vision for outdoor provision

- To explore, discover and investigate
- Enjoy large scale movement
- Develop confidence
- Explore and experience all weathers and seasons
- Collect and use natural resources for a specific purpose
- Develop an understanding of our natural environment and how it changes

Outdoor learning is an integral part of the play and learning provision for EYFS. Children will be allowed daily access to the outdoor environment for both continuous provision and focussed activities. Planning recognises that the outdoor classroom is an extension of the indoor area but also an area to provide different opportunities on a larger scale.

The outdoor learning environment should be set up daily as a stimulating and inviting space, which supports learning across all areas of learning both Prime and Specific. Areas included are sand, water, digging, number, music, writing, art, small physical, large physical and climbing and balancing.

Children and staff are required to provide suitable clothing and footwear so that the outdoors can be accessed in all weathers. This must include wellies, raincoat and spare clothes, parents are asked to regularly check and refill wet bags as required. Children who become wet or muddy must change their clothes when they go inside.

Daily visual risk assessments are carried out to ensure the area and equipment are safe, this includes checking equipment, checking for litter and animal mess and that the gates are closed. Any issues are reported immediately to the teacher in charge and/or the site manager. Walkie talkies are provided to allow members of staff to stay in communication with each other at all times.

Children have as much access to outdoors as the setting can provide, to allow this two members of staff are often outside.

Staff will facilitate and extend play during outdoor provision, not stand back and watch unless carrying out an observation. Children's interest should be followed and the practitioner should support this.

In the event of a fire or the fire alarm sounding children will stop what they are doing immediately. They will then line up next to the water trays and be escorted to the assembly point by the staff member to meet the rest of the class.

Updated May 2016
Review May 2017

Signed (Headteacher) _____ Date _____

Signed (Chair of Governors) _____ Date _____