



Framework for Learning in the Early Years Foundation Stage

Beam County Primary School

Approved by:

Date:

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1. Rationale

Beam County Primary School is committed to providing high quality education that promotes achievement in a secure, positive and stimulating environment. We value respect for the individual, encouraging full participation of children, staff, parents, governors and the wider community.

The four Principles of the EYFS guide the work of the EYFS practitioners at Beam Primary School. We believe that play underpins the delivery of the EYFS and that children learn best through practical, hands-on experiences and interactions with their environment. Play provides children with opportunities to consolidate and extend skills and concepts learned. The outdoor area is an essential teaching and learning area.

2. Purposes

We aim to provide children with opportunities to:

- Develop their confidence, be part of a group, to take turns and share fairly,
- To become strong and independent from a base of loving and secure relationships with parents and Key Persons.
- Imagine and recreate roles and experiences,
- Communicate with others as they investigate or solve problems
- Explore, develop and represent learning experiences that help them to make sense of the world.
- Take risks, make and learn from mistakes.
- Practice and build up ideas, concepts and skills.

We want adults who:

- Are flexible, adaptable and spontaneous. Listen to children's ideas and interests.
- Are positive and enthusiastic about indoor/outdoor play and who are confident and knowledgeable about the benefits of learning in the outdoor area.
- Can support and encourage children to take risks and explore; and help children make sense of the world.
- Adopts a problem-solving and investigational approach where possible
- Provides opportunities for meaningful conversations between groups of children, and between adults and children.
- Knows that children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.
- Observe and reflects on children's spontaneous play and monitor their development in all areas of the curriculum to inform future planning.

Children need time to pursue their interests at their own pace and in a variety of groupings.

Adults are here to educate and support children in their learning. Their role is also of a pastoral nature. Positive interactions help to form secure relationships with children. We all work together towards providing a calm, supportive environment within which children can learn and succeed.

3. Observation planning and assessment (see also policy document)

Through our Long term and Medium term planning we share our knowledge and expertise with each other. It also provides continuity and progression of experiences for children throughout the Early years Foundation Stage.

Short term planning is important to ensure that each child receives a broad and balanced range of experiences relevant to their own needs.

Formative assessment: is ongoing, using a variety of strategies e.g. taking photos, writing anecdotes and observations, planned assessment tasks and examples of work, to guide everyday planning. Summative assessments: Summary of progress over a period of time.

Individual records are started in Nursery (Ages and Stages of Development) and continued into the Reception Year (Early Years Foundation Stage Profile). EYFSP's are passed onto Year 1 teachers at the end of the year.

4. Parental involvement in the EYFS

We believe that a partnership between parents/carers, and school is a crucial element in a child's education. We welcome parents into school by providing a caring, supportive and trusting atmosphere where all parents feel valued.

We aim to form links from our first encounter with parents and children during Home Visits and visits to previous settings and hope to maintain and develop this throughout each child's education. Parents are invited to regular coffee mornings and EYFS parent workshops, as well as Stay and Play sessions in Nursery (See also Observation, Assessment and Planning Policy).

5. Staffing

A range of practitioners support children's learning, including Teachers, N.N.E.B's, Language and Special Support Assistants. It is important that information regarding children is confidential. There are many First Aid Certificate holders, at present within the Early Years Foundation Stage.

6. Equal opportunities

We are aware that children come to school from a wide variety of social and cultural groups. We are sensitive to this diversity and aim to provide an environment that caters for and treats all children equally regardless of race, gender or Special Educational Needs.

7. Monitoring and Evaluating

As a team we aim to work together to maintain high standards of teaching and learning at the Foundation Stage. We believe it is of great importance to ensure continuity and progression across the EYFS and into KS1. It is important, therefore, to constantly review and evaluate our own practice.

Formal monitoring of practice will be carried out in line with whole school policy.