

# DENE HOUSE PRIMARY SCHOOL

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## EYFS Policy

Date of last review: Sept 2020

Date of next review: Sept 2021

Lead member of staff: Miss McSkelly (EYFS Leader)

# Dene House Primary School

## EYFS POLICY

*Within this document, the term Early Years Foundation Stage is used to describe children who are in our Reception classes.*

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.'

### Our Aims

At Dene House we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

The four guiding principles that shape practice within our Early Years setting are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out

### Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the early learning goals. Three areas are particularly crucial in igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

**Communication and Language**

**Physical Development**

**Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session in Reception through the Read Write inc. programme. In Reception Maths and Literacy are taught daily, including shared reading and writing.

There are areas where the children can be active, be quiet and rest. The children are encouraged to find and locate equipment and resources independently. During children's play, early years practitioners interact to stretch and challenge children further focussing on enhancing reading, writing and maths with clear focussed tasks.

We create a stimulating environment to encourage children to be independent in their learning, both indoors and out. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active.

### **Observation and Assessment**

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways but mainly use the pic collage APP. Everyone is encouraged to contribute and discussions take place during briefings. Significant observations of children's achievements are collated in Learning Journals that are then used as evidence to meet the ELG. The progress of Reception children is recorded in writing and maths books and in journals. Children's profiles are updated regularly and assessment is monitored and collated 3 times a year by the EYFS leader.

### **Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

### **Inclusion**

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that our children achieve the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

### **Parents/Carers**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to

participate confidently in their child's education and care in numerous ways including learning together sessions, literacy workshops and play and stay events.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

**Monitoring and review**

The implementation of this policy is monitored by the EYFS leader and Head teacher through the school's identified procedures for curriculum monitoring.