

Date Valley School

Company number: 06845508 Registered Charity number: 1136298
Mitcham Court, Cricket Green, Mitcham, Surrey, CR4 4LB
Telephone: 0208 648 4647 · Tel: 07980299717 Email: managingdirector@dvst.org.uk



Early Years Foundation Stage Policy

Every child deserves the best possible start in life and support to achieve their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance, Insha Allah.

The overall aim of the EYFS is to ensure all early years settings help young children to achieve the government's 5 'Every Child Matters' outcomes.

- Staying Safe
- Being Healthy
- Enjoying & Achieving
- Making a Positive Contribution
- Achieving Economic Well-Being

The emotional and cognitive conditions for learning change a little with age – we all learn best when we are motivated, interested and happy, engaged in experiences that both fascinate and challenge us. Our confidence in ourselves as learners flourishes when we know that our thoughts and feelings are both sought after and valued.

Adults and children are critical partners in the learning process; and if adults are to model and 'scaffold' the skills that they would prize in their children – skills of enquiry, creativity and critical thinking, problem-solving, reasoning and conflict resolution – they must also have the capacity to embrace for themselves the risks and challenges that all new learning brings.

The four themes and principles of the EYFS provide a map that is just as relevant for practitioners on their learning journeys, as it is for guiding the children on theirs. They actually describe the conditions necessary for life-long, life-wide learning and apply equally to learners of all ages.

The Unique Child

Every child is a competent learner from birth, who can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning

Learning and Development

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected

The EYFS is made up of 7 areas of learning:

3 Prime Areas:

- Physical Development
- Personal Social and Emotional
- Communication, Language and Literacy

4 Specific Areas:

- Literacy
- Mathematics
- Expressive Arts
- Understanding of the World

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

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

Through play children explore and develop learning experiences which helps them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They think creatively alongside other children as well as on their own and they communicate with others as they investigate and solve problems.

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.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

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.

Children should be given opportunities to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

To protect both the children and practitioners, the EYFS has 2 areas of legal requirements:

- Welfare Requirements
 - Safeguarding & Promoting Children's Welfare
 - Suitable People
 - Suitable Premises
 - Environment & Equipment
 - Organisation
 - Documentation
- Learning & Development Requirements
 - Early Learning Goals
 - Educational Programmes
 - Assessment Arrangements

Under the EYFS practitioners are required to:

- Maintain standards
- Improve quality & consistency
- Provide equality of opportunity for all children
- Work in partnership with all settings attended by a child
- Work in partnership with other agencies involved in the child's welfare
- Work in partnership with the child's parents

The EYFS also requires practitioners to make regular ongoing observations & assessments of each child's achievements, interests & learning styles and to use these to plan further learning experiences. This information must be shared with parents & other settings and their own knowledge also sought.

This policy has been read and approved for Date Valley School, by the Head of Early Years and the Date Valley Trust Policy Committee.

Date: July 2013