



NORTHSIDE Primary School

Name Early Years Foundation Stage Policy

Last review: March 2021

Ratified: March 2021

Review: March 2023

Rationale

It is the aim of the school to provide a broad, well-balanced, play-based early years' curriculum which considers each child's individual needs, enabling them to become enthusiastic self-motivated learners. We recognise that at this age children require an active learning environment where they can build on their enthusiasms and individual experiences and that the curriculum should be flexible enough to reflect a wide range of developmental needs. We also feel that it is important to value each child's background, culture and traditions as an important part of their initial experiences.

Key Principles

- To observe and plan for children's individual needs
- To provide for the development of children's interests and experiences
- To encourage children to value each other's similarities and differences of culture and traditions
- To encourage parental involvement in their children's learning in and out of school
- To embed the Characteristics of Effective Learning throughout the whole setting
- To help children to actively engage in;
 1. forming positive relationships;
 2. recognising boundaries;
 3. initiating their own experiences;
 4. making choices;
 5. setting and tackling problems;
 6. experimenting with ways of using equipment and materials;
 7. practising and refining skills;
 8. making connections between one experience and another;
 9. talking about their experiences and discoveries;
 10. asking questions.

Northside Values

RESPECT	to value our needs, beliefs and each other.
PRIDE	to have confidence in our abilities and celebrate success.
INCLUSION	to work together with families and our diverse community to become life-long learners.
CHALLENGE	to have high expectations of ourselves so we achieve our best.
CREATIVITY	to creatively express our feelings and ideas.
RESILIENCE	to develop life skills so we fulfil our potential.

In Practice

1. In order to match individual needs to the early years curriculum we;
 - make regular observations of each child to establish their interests and abilities;
 - involve parents in their child's learning and encourage them to contribute with observations particularly during the child's focus week
 - evaluate and plan (half termly, weekly and daily) to ensure that the children's needs are being met.
2. Our observations and evaluations enable us to plan for individual children and develop the curriculum according to children's interests and experiences and the Early Years' Foundation Stage Development Matters Document (2014). We assess when to step in and involve ourselves in the children's activities to ensure understanding, scaffolding and progress.
3. The seven areas of learning are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities developing children's characteristics of learning.

Seven Areas of Learning:

Prime Areas – Personal, Social and Emotional Development, Communication and Language and Physical Development.

Specific Areas – Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Characteristics of Effective Learning:

- Playing and exploring (Engagement)
 - Active Learning (Motivation)
 - Creating and thinking critically (Thinking)
4. We positively encourage learning about, and participating in each other's cultures by, for example;
 - encouraging parental involvement;
 - celebrating festivals and traditions together;
 - using multicultural books and posters;
 - providing opportunities for role play with artefacts and dressing up clothes from all over the world;
 - offering exciting and stimulating opportunities for play, indoors and out, through interest tables, discovery areas, construction, sand and water, art, imaginative areas, drawing and writing activities, phonic games, ICT toys and computers, numeracy games/activities, music and books.

UN Rights of the Child:

Article 28 (right to education). Every child has the right to an education.

Article 29 (goals of education). Education must develop every child's personality, talents and abilities to the full.

Article 31 (leisure, play and culture). Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.