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<b>Title:</b> Early Years Foundation Stage Policy	
<b>Compiled by:</b> Karen Smith	
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## Mary Hare School Early Years Foundation Stage Policy

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially, linguistically and emotionally. We are committed to our school being a safe, happy and inclusive place where learning is nurtured and encouraged.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish, acquire language and learn to make sense of the world. We make the children feel valued and give them the confidence to become active learners and develop their language. We give the children first hand experiences together with the language to go with it.

The EYFS is based around four Key Themes, three Prime Areas of Learning and Four Specific Areas of Learning, taken from *Development Matters in the Early Years Foundation Stage*, the non-statutory guidance material published by The British Association for Early Childhood Education, supported by the DfE.

### Key Themes

- A Unique Child
- Positive Relationships
- Enabling Environment
- Learning and Development

### Prime Areas of Learning

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

### Four Specific Areas of Learning

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

### Parents as partners

We recognise that parents are children's first and most important educators and we value them as partners in their child's language acquisition, social and emotional development and education.

### Observation, Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning. This fostering of the children's interests develops a high level of motivation. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage is through both formal and informal observations. These observations are recorded in a variety of ways e.g. photographs, post-it notes, and contribute to the child's individual 'Learning Journey' profile book. The EYFS profile is updated at the end of each half term. At the end of the year the profile results are sent to the L.A. where requested. Our Foundation Stage pupils have a review of their SEN statement every six months until their fifth birthday, when it becomes annual.

This policy should be read in conjunction with the following school policies:

Safeguarding  
Equal Opportunities

To be reviewed annually by Early Years staff and Head of Centre of Mary Hare Primary School.

Dated: June 2013

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*Date ratified by Governors:* \_\_\_\_\_

*Signed:* \_\_\_\_\_