



## The John Locke Academy

*Opening Minds to Success*

### Early Years Foundation Stage Policy

#### Rationale:

The Early Years Foundation Stage (EYFS) is the platform upon which the rest of a child's education is built. It is essential that all children should be given the best possible start to their education, developing strong foundations on which they will flourish throughout the academy.

We recognise that young children learn best through play. It is an essential and rich part of their learning experience and a powerful motivator encouraging children to be creative as well as developing language and social skills. We also recognise that outdoor and indoor play have different roles in children's learning and both are an essential part of our provision for learning.

Within any Early Years Foundation Stage cohort there will be wide variations in terms of development and maturity as well as family, religion, cultural background and educational needs. Children will have different experiences, interests, skills and knowledge, which affect their style and pace of learning.

The Statutory Framework for the Early Years Foundation Stage (2012) sets out a series of Early Learning Goals for children to work towards by the time they reach the end of EYFS at the age of 5. This policy outlines the principles that will be employed to achieve this at John Locke Academy.

#### Our aims:

- To ensure that all pupils feel safe, secure and happy while attending the academy
- To offer an engaging, broad curriculum that enables pupils to flourish and experience a wide range of learning opportunities leading towards the Early Learning Goals
- To offer well planned play and purposeful activity with challenge and enjoyment, indoors and outdoors
- To create a well-planned, organised environment where learners can explore, question, test, observe, experiment, plan, make decisions for themselves and participate in activities that adults have planned for them as well as those they have planned themselves.
- To recognise the 'uniqueness' of each child and plan accordingly
- To foster and nurture children's self-confidence and self-esteem
- To teach children how to work independently as well as learning to work with other children and adults, supporting them to learn from their mistakes.



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- To teach children how to communicate clearly and express their needs and feelings in appropriate ways
- To further love of learning, enquiring minds and the ability to discuss, adapt and negotiate
- To plan effectively for the diversity within a cohort, sharing what we have in common and celebrating our differences
- To provide appropriate time for children to become engrossed in what they are doing, to work in depth and to complete activities successfully in order to develop positive attitudes to learning

Teachers will:

- Plan appropriately to ensure the aims are fulfilled, using the John Locke Keys to Success as drivers for the curriculum.
- Effectively monitor the progress being made by each child through careful observation and tracking, using the academy's systems for tracking pupils progress
- Ensure the well-being of children at all times, ensuring they are safe and secure
- Create a stimulating learning environment which celebrates learning and achievement
- Work closely with parents to ensure a relationship is built between the academy and home
- Ensure there is an appropriate combination of child initiated activity, adult initiated activity and adult directed activity

The EYFS framework:

This framework was introduced by the government in March 2012. It brings together children's welfare, learning and development requirements through four themes:

- A Unique Child
- Positive relationships
- Enabling Environments
- Children Learn at Different Rates and in Different Ways

The curriculum is centered on 3 Prime areas:

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

These areas are strengthened through four 'specific' areas:

- Literacy



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- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas of learning are intended to be closely interlinked.

### Relationship with parents:

- Parents are children's prime educators and we highly value this relationship. Parents are encouraged to share their unique knowledge of their child in order to support teachers in developing interesting experiences closely linked to children's interests and needs.
- Parents and carers will be able to talk to the teachers informally at the beginning and end of the day. A 'soft start' is planned at the beginning of the day to facilitate this.
- Parents will receive a report at the end of reception - this will tell parents where their child is in relation to children of the same age, how their children learn best and areas that may need to be developed. None of this information should be a surprise to parents at the end of the year.

### Monitoring and reviewing:

- The EYFS teachers will ensure the principles of this policy will be applied. The senior leaders will monitor practice in the nursery and reception classes to ensure best practice is always being adopted.
- There is a named governor responsible for the EYFS.
- The Elliot Foundation Academy Trust monitors data from all its academies to ensure all pupils are given the best opportunity to fulfil their potential.