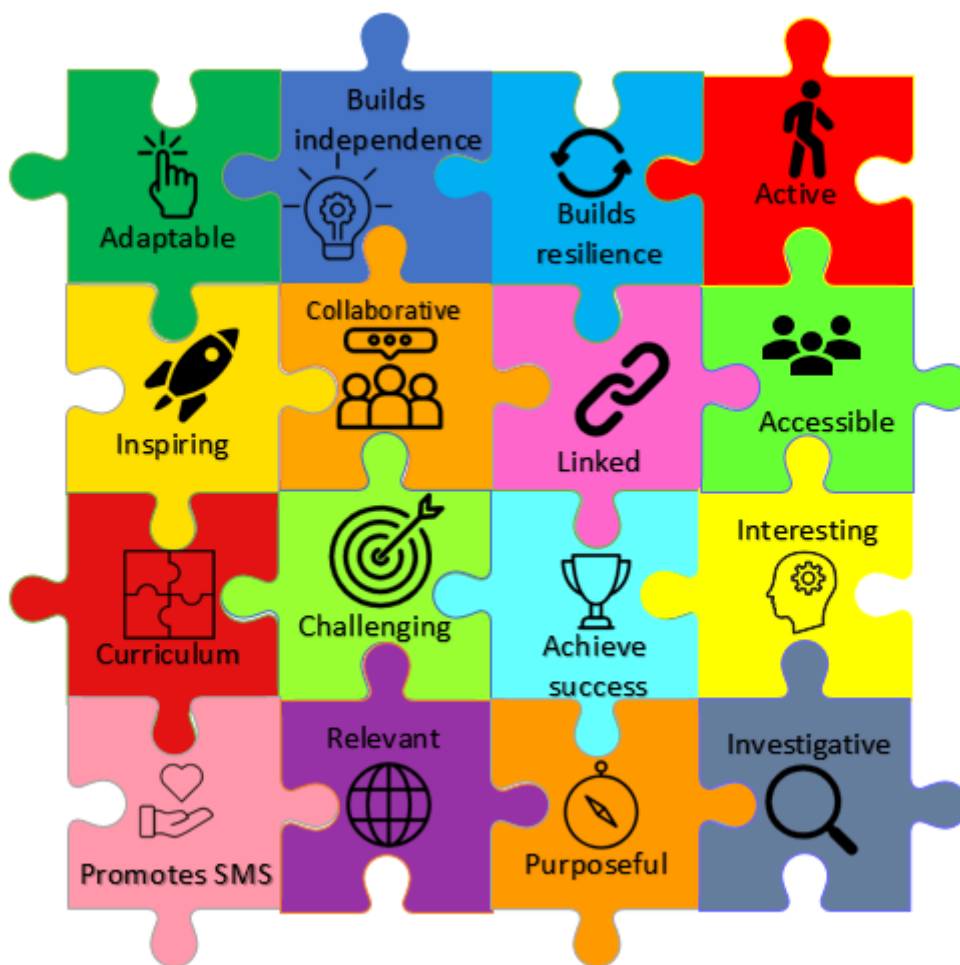


Harrison Primary School

Early Years Foundation Stage



Our vision of **'lifelong learners, open minds'** is at the forefront of every decision we make for our curriculum; we believe that all children are entitled to a rich, relevant curriculum. **The Early Years Foundation Stage**, (EYFS), represents the first step on our children's Harrison learning journey.

We value the importance that the EYFS plays in laying secure foundations for future learning and development to enable all children to reach their full potential. Children in Year R are given opportunities to develop physically, socially, emotionally, creatively and intellectually through a combination of child initiated and adult led activities. These experiences are based on the seven areas of learning referred to in the Statutory Framework for the Early Years Foundation Stage (EYFS).

These comprise the **three prime areas** - Communication and Language, Physical Development, and Personal, Social and Emotional Development and the **four specific areas** through which the three prime areas are strengthened and applied - Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Children in the Early Years Foundation Stage learn by playing, exploring and being active. They learn through creative and critical thinking which takes place across a wide range of learning opportunities and environments, both indoors and outside.

Our **Early Years Foundation Stage has four overarching principles:** understanding the unique child, building positive relationships, creating enabling environments and learning and development.

We recognise that children develop and learn at different rates, and adapt our provision to meet the needs of individual learners. Our skilled practitioners deliver high quality interactions to ensure all children make progress.

At Harrison Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with all children and their families; parents are their children's first educators; our aim is to work in partnership with parents to support all children to be happy at school and achieve their best. We use 'Tapestry' targeted play partners to enable us to track our children against the ELG which allows us to engage with our parents and encourages them to be part of their child's learning journey too.

We aim to make the transition from home to school as smooth as possible for parents and children. We understand that children will have a wide range of aptitudes, interests and experiences before they start school and we offer and encourage home visits as part of the transitions arrangements. We have strong links with our pre-schools and nurseries and work closely with colleagues in these settings to ensure a happy and settled transition.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs); these support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

We recognise that *'children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them'*, Statutory Framework for EYFS 2021. In their time at Harrison Primary School children learn how to make decisions, challenge themselves, solve problems, understand their emotions, self-regulate, and make friends. Ultimately our aim is for them to experience joy, both through learning and play, and to build memories that will last for their whole lives.

Members of the Senior Leadership Team and the Governing Body's Learning & Teaching Committee will oversee the implementation of this policy.

Policy approved by Harrison Primary School: October 2022

Policy to be reviewed: September 2023