

SANDFORD PRIMARY SCHOOL



EYFS Policy

Signed: Mrs Lorna Richardson

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Early Years Foundation Stage Policy

"Children are born ready, able and eager to learn. They actively reach to interact with other people, and in the world around them. Development is not an automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments."

Taken from Development Matters in the Foundation Stage 2012

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, all children join us at the beginning of the school year in which they are five, beginning with the induction process, to ensure they are ready for full time provision (see Induction Policy).

The EYFS is based upon four principles:

- A Unique Child.
- Positive Relationships.
- Enabling Environments.
- Learning and Development.

Within Development Matters in the EYFS there are seven areas of Learning and Development. There are three prime areas which are fundamental to support development all other areas and four specific areas which include knowledge and skills for children to participate successfully in society. (Development Matters EYFS 2012)

Area of Development	Aspect
PRIME AREA	
Personal, Social and Emotional Development	<ul style="list-style-type: none">• Making Relationships• Self-Confidence and Self-Awareness• Managing Feelings and Behaviour
Physical Development	<ul style="list-style-type: none">• Moving and Handling• Health and Self-Care
Communication and Language	<ul style="list-style-type: none">• Listening and Attention• Understanding• Speaking
SPECIFIC AREA	
Literacy	<ul style="list-style-type: none">• Reading• Writing
Mathematics	<ul style="list-style-type: none">• Numbers• Shape, Space and Measure
Understanding the World	<ul style="list-style-type: none">• People and Communities• The World• Technology
Expressive Arts and Design	<ul style="list-style-type: none">• Exploring and Using Media and Materials• Being Imaginative

None of the areas of learning can be delivered in isolation from the others. All areas are delivered through planned, purposeful play and a mix of adult-led and child-initiated activities. In each of the seven areas there is an Early Learning Goal (ELG) that defines the knowledge, skills and understanding that we hope that most children to achieve by the end of the EYFS

A Unique Child.

At Sandford Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assembly and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at our school are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of their range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children with English as an additional language, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children, and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources, which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits, and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children (see the school's Safeguarding Policy.)

Welfare

At Sandford primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe and efficient management of the setting, and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive relationships

At Sandford Primary School, we recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as partners

We recognise that parents are children's first and most enduring educators, and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school;
- The children have the opportunity to spend time with their teacher before starting school during our 'Play to Learn' session which the children come into their new classroom with their parents/carers
- Inviting all parents to an induction meeting during the term before their child starts nursery/school; also during the autumn term parents are invited to a phonics, reading and mathematics information morning once they start school.
- All families in the nursery and reception class have access to our 'Virtual Learning Environment'
- School aged children have a home-school reading record diary for sharing information
- Offering parents regular opportunities to talk about their child's progress in our nursery and reception class and allowing free access to the children's 'Learning Journey' diaries in both settings.
- At the beginning of every term a newsletter is sent home which details our topic stating how the parents can help to the children in nursery and at school.
- We encourage parents to talk to the child's teacher if there are any concerns. There is a formal meeting for all parents/carers in the Autumn and Spring term at which the teacher and the parent/carer discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each nursery/school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Foundation Stage Sports Day, fundraising etc;
- Providing opportunities for parents/carers to add comments relating to the children's achievements at home in their Tapestry 'Learning Journey'.

- Helper rotas are offered and the parents with an 'DBS' check are welcomed to come in and support learning in class.
- All parents/carers are invited to our Parent Teacher Association meetings
- Open days

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. The EYFS teachers meet regularly with settings prior to the children starting to discuss new intake children.

Enabling environments

At Sandford Primary School we recognise that 'environment' plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, assessment and planning

Planning within the EYFS follows the school's Long Term Plan (LTP) and Medium Term Plans (MTPs), which are based around termly themes. These plans are used by the EYFS teachers as a guide for weekly planning, however, the teacher may alter these MTPs in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual Tapestry 'Learning Journey'. They also contain information provided by parents and other settings.

Within the final term of the EYFS we provide a written summary to parents reporting their child's progress against the Early Years Outcomes. Each Early Learning Goal is assessed as either Emerging, Exceeding, or at the Expected level and this information is shared with parents/carers. Alongside this is a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. We provide opportunities for parents/carers to discuss these judgements with the EYFS teacher. Also with the report we send a comments slip for the parents/carers to share their views. Year 1 teachers are provided with a copy of this report along with a copy of the Profile report.

Within the final term of the year in which the child reaches five years of age the EYFS Profile is completed for each child. Results of the profile are shared with the parents at the end of the year and parents/carers are made aware that they can discuss the Profile with the teacher.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or to be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. Ashton Class also have their own enclosed outdoor area which we are developing. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It allows children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

Learning and development

At Sandford Primary School, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally, and understand that they are interconnected.

Teaching and learning style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children work towards the early learning goals throughout EYFS.
- The provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents.
- The good relationships between our school and the settings that our children experience prior to joining our school.

The Characteristics of Effective Learning

- **Playing and Exploring - engagement**

Through planned, purposeful play our children explore and develop learning experiences, which help 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 have the opportunity to think creatively alongside other children, as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

- **Active Learning – motivation**

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.

- **Creativity and Thinking Critically - thinking**

Children should be given the opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

Children can access resources freely and are allowed to move them around the classroom to extend their learning.

On a regular basis all the children in the foundation stage have a learning story recorded (Long Observation) which is based upon the above 'Characteristics of Effective of Learning'; Playing and Exploring, Active Learning and Creating and Thinking Critically.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. The governors on the Curriculum Committee are responsible for the EYFS. They discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Headteacher and Foundation Stage Co-ordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule. This is in the form of pupil progress meetings which occur termly.

Impact assessment

We have carried out an impact assessment on this policy on different groups of people to ensure that our proposals are not discriminative and promote equal opportunities.