



Dream Believe Achieve

EYFS Policy

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. “

(EYFS, 2014)

Our Early year’s policy describes the framework upon which the beliefs and practice of this school are based; this policy should be used in conjunction with:

Teaching and Learning policy
Assessment policy
S.E.N.D policy.

Our philosophy

In the Foundation Stage children learn best through play based activities and first-hand experience. Every child deserves the best possible start in life. In Foundation stage we aim to give this by looking at what the children can do and supporting them to fulfill their potential. Children become independent learners through the provision of a balance of child initiated and adult led experiences.

At our school we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively, and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual.

Children learn in different ways. We ensure that every learning style is catered for. In planning and guiding children’s activities, practitioners reflect on the different ways that children learn and support these in their practice. Three characteristics of effective teaching and learning are promoted:

- *Playing and Exploring - children investigate and experience things, and ‘have a go’;
- *Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- *Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We value the diversity of individuals within the school and do not discriminate against children. All children at Whittlefield Primary 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 our children’s range of life experiences when planning for their learning. In EYFS unit we set realistic and challenging expectations that meet the needs of our children.

At Whittlefield 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 2014. 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 efficient management of the setting and to meet the needs of the children.

Objectives

- To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults.
- To provide a high quality curriculum in line with the Early Years Foundation Stage document, and Every Child Matters.
- For the children to become aware of moral and social values.
- To encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To value the cultural diversity within our school, community and the wider world.
- To foster positive home school links and share a common sense of purpose with parents.

We endeavour to meet all these requirements. Every child is assigned to a 'Key Worker' to ensure that every child's learning and care is tailored to meet their individual needs

At Whittlefield Primary School we train all staff to understand the safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour;
- Deterioration in children's general well-being;
- Unexplained bruising, marks or signs of possible abuse or neglect;
- Children's comments which give cause for concern;
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children.

The Foundation Stage

The content of the curriculum within the Foundation Stage is set out within the EYFS document. Guidance is given on effective learning and teaching through the seven areas.

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

Within each of these areas there are Ages and Stages which show the knowledge, skills, understanding and attitudes that children need to learn during the Foundation stage in order to achieve the Expected level of the Early Learning Goals by the end of their Reception Year.

Activities and learning opportunities are practical and hands on, providing first hand experiences where possible. The focus of the activities takes into account the children's needs and interests, allowing them to be part of their learning and assessment, to become independent learners.

Organisation

Our Reception class is within the Early Years Foundation Stage Unit where Nursery and Reception children are together. There are two teachers and three Teaching Assistants. There is the capacity for up to 30 Reception children. Reception has one intake every academic year, with children starting the September after their fourth birthday. The style of teaching and organisation of the curriculum changes gradually over the year as the children develop in order to aid transition. The Foundation Stage team regularly plan together activities based on the children's needs and interests, working towards the Development Matters and Early Learning Goals.

Transition into full time education – Reception Class

Our aim is to establish a smooth and successful transition to school. This is facilitated by:

- Staff visiting nursery settings (for children not attending our nursery) and meeting the children in the Summer term.
- Transition sessions enabling children to become familiar with the unit and staff. The first visit parents are encouraged to stay to ease transition.
- Liaison with outside agencies.

Equal Opportunities

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, Religion, disability and special or medical needs. Also see the Equal Opportunities Policy.

Assessment

Within the Foundation Stage assessment is carried out by teacher assessment in the form of:

- Spontaneous observations
- Focused observations
- Photographs
- Videos
- Examples of children's work
- Information from parents and carers

Assessment is carried out on a daily basis by both the class teacher and the teaching assistants. It is used to inform planning and identify the children's next steps, which enables us to deliver a curriculum that is specific to the children's needs. Evidence is collated daily and displayed in the children's Learning Journeys through 2Simple and written observations and our classroom books. An internal tracker is used within the Foundation Stage Unit to record the data and is updated in October, December, April and July.

At Whittlefield Primary School, we use Development Matters to make judgements against the EYFS Profile. Each child's level of development is recorded against 17 assessment scales derived from the Early Learning Goals (ELGs). Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and assessment scales. We give an opportunity for the parents to discuss these judgements with the EYFS teacher in a parent's consultation evening.

The Learning Environment

The EYFS unit is organised to allow children to explore and learn securely and safely. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classroom has its own enclosed outdoor area. 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 the 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 7 areas of learning.

Safeguarding

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, this also includes online safety. 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 Whole School Safeguarding Children Policy).

"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"

Parents in Partnership

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:

Induction meetings:

- *The children have the opportunity to spend time with their teacher before starting school during transition sessions.
- *Inviting all parents to an induction meeting during the term before their child starts school.
- *Nursery visits and transition meetings from the teacher.

- *Offering parents regular opportunities to talk about their child's progress in our reception class and allowing free access to the children's 'Learning Journey'.
- *Encouraging parents to talk to the child's teacher if there are any concerns.
- *There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private.
- *Parents receive a report on their child's attainment and progress at the end of each school year.
- *Arranging a range of activities throughout the year that encourage collaboration between child, school and parents. These include Celebration assemblies and Stay and Play sessions
- *Providing 'Star Moments' slips for parents to write comments relating to the children's achievements that are then shared in school and added to the child's learning journey.

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. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the teaching assistants.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There are two named Governors responsible for EYFS. These governors discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

