

Duddon Saint Peter's School



EYFS Policy

Early Years Foundation Stage

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage DCSF 2007

It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year. All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in reception to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/carers and all staff work effectively together to support children's learning and development.

We ensure that the Nursery and Reception children are involved in school life and are very much an integral and important part of the school.

Aims

It is every child’s right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- use and value what each child can do, assessing their individual needs and helping each child to progress.

- enable choice and decision-making, fostering independence and self-confidence.
- work in partnership with parents/carers and value their contributions.
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

Learning and Development

The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the “Statutory Framework for the Early Years Foundation Stage” document (DfE 2012).

The prime areas of learning and development are:

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

These three areas are supported by the specific areas: Literacy, Maths, Understanding of the World, Expressive Arts and Design.

These areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Planning

Good planning is the key to making children’s learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning.

Planning is flexible in order to accommodate experiences which the children bring into the setting. There are three stages of planning the curriculum:

Long Term Planning

A broad long term plan is produced, but this is regarded as an outline structure into which activities can be placed according to the child’s individual experiences.

Medium Term Planning

Medium term planning is also flexible and is seen as a structure which can evolve according to the children.

Short Term Planning

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children’s needs and interests and for revision and modification, informed by on-going observational assessment.

Staffing and Organisation

The children have daily opportunities for structured and free-flow play both in the classroom and in the outdoor area. This time is supported by an adult, who acts as a facilitator to the child's learning. The teacher liaises with the teaching assistant, regularly involving them in planning, preparation and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in-service and local cluster group training. Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues.

Assessment, recording and monitoring

We undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs and information from parents. Each child has a Learning Journey which provides a record of their achievements throughout the EYFS.

Summative assessment

The children are tracked on a sheet recommended by LA pedagogues. Assessments feed into the Early Years Foundation Stage Profile. The teacher also undertakes in-house and local cluster group moderation. The EYFS leader monitors teaching and learning across the Foundation Stage each year and analyses the EYFS Profile data in conjunction with the Head teacher.

Learning through play

We do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves.

The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day. The

learning environment is divided into a variety of different areas: role play, writing area, Numeracy area, listening centre, computer, creative, sand, water, outside, construction, small world and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Liaison with pre-school settings and induction

As a Foundation Stage Unit we liaise with other pre-school settings regularly, sending termly reports about children who attend more than one setting. New Nursery children are offered visits before they start with us. Home visits are offered to new nursery children in the term before they start. Similarly, Reception children visit in the summer term.

Parents/carers are given a brochure which outlines the curriculum and school routines, along with a document pack to be completed and returned to school. They also have an 'All about me' book to fill in with the children to enable us to get to know the children quicker. Records are transferred from pre-school settings inform reception practitioners about the new intake.

During the induction period in the September term:

- children begin to feel secure in their new environment.
- the practitioners to get to know the children individually and establish good relationships.
- the teacher carries out a baseline assessment.

A child reaches statutory school age at the beginning of the term following his / her fifth birthday.

Reception to Year 1 Transition –

The Reception and Year One teacher work together to make the transition from the Early Years Foundation Stage to Key Stage One as smooth as possible.

- Children are encouraged to develop independence when organising their personal belongings throughout the Reception year.
- Reception practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support.
- Individual EYFS Profile folders and work are passed on to Year One teachers.
- Reception and Year One teachers meet to discuss individual needs of children in the Summer term.
- The 'Letters and Sounds' national approach to phonics and spelling is continued throughout Years One and Two.
- There is a similar structure to the school day during the autumn term when the children move into Year One.
- Where possible, the Year One children continue to enjoy practical learning experiences which gradually becomes more formalised towards the end of the academic year.
- All children have lunch in school and Reception children play in school during lunchtime.

Home/School Links

We recognise that parents/carers are the child's first and most enduring educators. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- outlining the curriculum to parents/carers during the new parents' meeting, to enable them to understand the value of supporting their child's learning at home
- encouraging parents/carers to complete the home/school admissions booklet
- organising a New Starters evening in the Summer term
- operating an "open door" policy, where parents/carers can come and discuss concerns and developments in an informal manner
- inviting parents/carers to help in the class or other classes in the school and to accompany children on school visits
- encouraging parents/carers to listen to their child read each night and to comment on reading progress in a home/school reading diary
- encouraging relevant learning activities to be continued at home e.g. maths games and library books, and ensuring that experiences at home are used to develop learning in school
- discussing progress with parents/carers at parents' evening in November and March informed by assessments.
- providing an annual written report to parents/carers in July summarising the child's progress against the early learning goals and EYFS assessment scales
- holding child/parent open days and workshops to enable parents to work alongside their children.

Equal Opportunities

We aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

Inclusion

Children with special educational needs are given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities.

Additional adult support may be provided for children with special medical needs e.g. allergies, thus increasing the adult/pupil ratio.

Individual Education Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy.

The EYFS leader discusses these targets with the child and his/her parents/carers. Progress is monitored and reviewed every term. The school's SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. For further information see Special Educational Needs Policy.

Safeguarding

Please refer to 'Safeguarding Children' Policy.

Health and Safety

Please refer to 'Health and Safety' Policy with specific reference being made to Risk Assessment and Medical needs (First Aid Training).

Signed:

Governor responsible

Signed:

Head teacher

Date: *October 2016*

Date of review *Autumn 2017*