Great Gaddesden C of E (VA) Primary School

EYFS Policy

Written May 2014

Ratified: 7 July 2014

Reviewed: November 2019

Reviewed;

Early Years Foundation Stage (EYFS) Policy

Introduction

This policy outlines the teaching, organisation and management of the Early Years Foundation Stage (EYFS) at Great Gaddesden C of E Primary School (VA)

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review is that of the Head teacher and the Early Years Foundation Stage leader.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Great Gaddesden Primary School, children may join the Nursery class in the year that they turn four. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

General Information

- One intake of up to 13 in the year.
- Nursery sessions are from 8:50 a.m. – 12:00
- Reception class is 8:45 a.m – 3:15 p.m.
- Nursery and Reception pupils are both based in the Early Years Foundation Stage
- EYFS Staff – Class Teacher, part time Nursery Nurse and part time Teaching Assistant.
- Parents have an induction talk from the Head Teacher with the class teacher prior to starting Great Gaddesden
- Visits to the classroom are arranged for new parents and children.

First Aid

The Foundation Stage Leader and support staff are paediatric first aid trained. A small first aid kit is kept in class.

Aims, Ethos, Principles

Our aim is to maximise children's learning throughout the Foundation Stage through well planned play, both indoors and outdoors with effective adult support and with daily English and maths sessions.

The EYFS is based upon four principles:-

• A unique child – developing resilient, capable, confident and self-assured individuals.

• Positive relationships – supporting the children in becoming strong and independent.

• Enabling environments – where opportunities and experiences respond to the individual needs of the child and a strong partnership develops between practitioners, parents/carers and the child.

• Learning and developing – an acknowledgement that children learn in different ways and at different rates, and includes children with special educational needs and disabilities.

A Unique Child

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, 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 assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Great Gaddesden. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage.

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.

Wellbeing

It is important to us that all children in our 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 wel-being of all our children.

'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.'

At Great Gaddesden, 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 and safeguarding 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 are safe and suitable for purpose
• ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
• maintain records, risk assessments, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Great Gaddesden, we recognise that children learn to be strong and independent from 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:-

- An Induction morning in July in which parents meet with the headteacher and class teacher.
- Asking parents to complete an admissions form, a medical form and write a synopsis about their child including their likes, dislikes and any concerns they may have.
- Invite parents to decide if they would like to give permission for photographs of their child to be used for assessment purpose, displays and social media.

- Encouraging parents to talk to their child's teacher if there are concerns.
- Inviting parents to attend informal meetings providing information about other areas of the curriculum, eg Early Reading, Maths and Phonics.
- Talking to parents about their child before their child starts in our school, usually through Home Visits.
- Ensuring children have the opportunity to spend time with their teacher before starting school during our Induction morning.
- There is a formal meeting for parents twice a year at which the teacher and the parent 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 school year.
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents/carers: Open afternoons, Class assemblies, Sports Day etc;
- Inviting parents/carers to make comments through our online assessment journal, 'Tapestry'.
- Ensure that parents feel able to contact school to arrange a mutually convenient time to speak to EYFS staff.
- Offering parents / carers regular opportunities to talk about their child's progress in our Nursery and Reception classes and allowing free access to the children's 'Learning Journals' and classroom displays;
- Parents / carers are made aware of the curriculum and ongoing activities through the curriculum newsletters sent out at the beginning of each term.

All EYFS staff aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Regular visits to other EYFS settings are undertaken by the EYFS teachers and practitioners.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.
Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journals.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are
- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are
- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child.

At Great Gaddesden, each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Planning and guided children's activities will reflect on the different ways that children learn. We support children in using the three characteristics of effective teaching and learning. These are;

• **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;

• **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
(Taken from statutory framework for the EYFS 2014)

Religious Education and PSHE is also taught in the EYFS, within the areas of learning.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Great Gaddesden, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2014, we undertake;

• A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.

A written record is kept each time a medicine is administered to a child and the child's parents and/or carers are informed on the same day.

• Fresh drinking water is available at all times.

• Children's' dietary needs are recorded and acted upon when required.

• Milk, fruit and vegetables are available during the morning session.

• A first aider is accessible at all times and a record of accidents and injuries is kept.

• A fire and emergency evacuation procedure and policy

• A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

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 take things more quietly. The classroom covers all learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own large and enclosed outdoor area, which 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 offers the children the ability to explore, use their senses and be physically active and exuberant.

Transition from Pre-school /Feeder settings

During the summer term prior to a child's entry into the Nursery or Reception year, the following procedures support a successful transition:-

• Parents are invited to a meeting to ensure they know about school procedures and any concerns they may want to express.

- Prior to starting at the school, Home Visits are carried out by 2 members of our EYFS staff, where parents and children can feel at ease in their own home and feel able chat to practitioners in an informal way.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). For Writing, the EYFS teacher and KS1 teacher will moderate pupils' development collaboratively.

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Dropping off and collection

Adults are on the playground to greet children and parents from 8.45am or earlier (at least one adult is on the playground from 8.30am). When the whistle blows, the children walk into classroom with the adults. We encourage the children to independently prepare themselves for the school day by entering school as a class and removing coats etc, before finding their own way to the first activity of the day.

Nursery children are collected from the playground at 12pm. The Nursery Nurse or Teaching Assistant opens the playground for parents and leads the Nursery children outside to their parents.

Reception children are collected from the playground at 3.15pm. The Early Years teacher or another member of the Early Years team will call a child to go home when the parent or carer picking them up is seen on the playground. The adult is pointed out to the child as they leave so they can see where to go.