

Early Years Foundation Stage (EYFS) Policy



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Principles and Ethos

Gorse Hall Primary School is a warm, welcoming and happy school. Both the Nursery and Reception Classes provide a secure learning environment where children are valued and where every child's unique learning potential is developed.

Warm caring relationships are established in the class and children are encouraged to develop their creativity and self-esteem. The children are taught in an environment which has high expectations for all aspects of behaviour and learning.

The Early Years Foundation Stage (EYFS) is for children from birth to five years of age. Planning will consider the emotional, social, physical, creative and intellectual development of the children and will be based upon what the children can do. Learning will be active and involve first hand experiences using cross-curricular topics – holistic learning - set in meaningful contexts. It will value the children's own interests. Planning and provision guidance is given in ***Development Matters in the EYFS***:
www.earlyeducation.org.uk.

Children are involved in making choices and decision. Self-discipline and respect for self and others are strongly encouraged. There will be a balance of child initiated and adult initiated activities with focused teaching and independent learning. Purposeful play situations are planned and are valuable for observing, supporting and extending the children's learning. Open ended questioning is used to encourage investigation and problem solving.

Aims:

This policy aims to ensure:

- That children are recognised as competent and influential individuals who need to be involved in their own assessment
- A close working partnership between parents and other adults who are important to the child
- That each child's individual route to learning is recognised
- A broad picture of each child is built which incorporates and interconnects all the areas of Learning and Development
- That staff undertake continuous systematic observations and assessments in order to plan to meet young children's individual needs
- That staff plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Statutory Framework, Welfare Requirements: p37)

Legislation:

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- EYFS policy for cameras and mobile phones
- SEND policy
- Intimate Care Policy

Curriculum

Learning and development

The class room is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The room is set up in learning areas where children are able to find and locate equipment and resources independently.

The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.

Learning and Development is categorised into three **prime** areas of learning:

Communication and Language:

- *Listening*
- *Attention and Understanding*
- *Speaking*

Physical Development:

- *Gross Motor Skills*
- *Fine Motor Skills*

Personal, social and emotional development:

- *Self-Regulation*
- *Managing Self*
- *Building Relationships*

Additionally, there are four **specific** areas of learning:

Literacy:

- *Comprehension*
- *Word Reading*
- *Writing*

Mathematics:

- *Number*
- *Numerical Patterns*

Understanding the world:

- *Past and Present*
- *People, Culture and Communities*
- *The Natural World*

Expressive arts and design:

- *Creating with Materials*
- *Being Imaginative and Expressive*

Achievement of these **prime** and **specific areas** of learning is underpinned by the **Characteristics of Effective Learning**

- *Playing and exploring - engagement*
- *Active learning - motivation*
- *Creating and thinking critically - thinking*

A unique child

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 others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations, we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

The Learning Journey (Assessment)

Assessment of children's progress is continuous. Baseline assessment is started 2-3 weeks after admission. This is used alongside transfer data received from each child's pre-school placement. In addition, the Nursery teacher passes on information from our Nursery to the Reception teachers via face to face meetings for the children who move from our Nursery to Reception. Further progress is recorded in the Foundation Stage Profile (a statutory requirement) at the end of each term. Teaching and learning in Early Years is based on this assessment.

The Learning Journey is an open record of the child's learning and development. The EYFS states that "*Parents must be given free access to developmental records about their child (for example, the EYFS Profile).*" (EYFS Statutory Framework p23).

In Class, e-Learning Journeys will be set up for each child on **Seesaw**. This Early Years app enables parents to view their child's achievements and to contribute to their learning journey by sending in achievements, photographs, videos and comments. The early year's practitioner may then decide to use this as supplementary evidence to support a child's progress and attainment. In order that all parents can access information on their child's progress, both parents evening will involve discussion of whether their child is "on track" or not to meet age related expectations.

Each child will have a Learning Journey that:

- is accessible on line via personalised, secure login for parents
- has examples of children's work: photographs, formal observations etc.
- Voices: comments from the child, parents and other significant adults such as carers, grandparents etc.
- Reflections with reference to Development Matters to include next steps in learning where needed.

Continuous assessment is an essential part of monitoring children's progress and is used as an aid for future planning. Parents and children are involved in discussions

about general progress. An end of year report stating children's attainment is given to all parents at the end of their first year in school.

Home and School Links

- Prior to seeking admission, parents are encouraged to visit the school and talk to the Reception or Nursery Teacher. They are given a school brochure and access to other transition information via Seesaw prior to their child starting school or Nursery.
- A brochure is issued to all parents of children being admitted to school. This outlines the ethos and the curriculum of the early years classroom, as well as the practicalities e.g. school uniform.
- Parents are invited to a Stay and Play session in small groups with the Reception or Nursery Class Teacher where general issues are discussed. We recognise that parents and carers are the children's first and most enduring educators. Parents are given information on how they can support their child's learning. The importance of staff and parents working together as a team is emphasised and it is made clear that, should parents have any particular concerns or worries, opportunities are always available to discuss matters.
- Soon after the children begin school, they are given a home/school reading diary in which parents are encouraged to make meaningful comments.
- A parents' evening is in October and a further one in the Spring term.
- Good relationships and communications between parents and school form a fundamental part of a child's early education.

Parents have a wealth of knowledge about their child. So, as a child begins their time with us, the parent is our greatest source of information. They will help us to understand the child, and give continuity to their care and education.

Transition / Induction Process

Children are admitted to school in September of each year (see Admissions Policy). During the Summer Term prior to starting school the following September the following visits are conducted:

- Current Nursery children visit Reception classes regularly throughout the summer term in small groups.
- Children are invited into Reception Class for a Stay and Play session (usually in friendship groups where possible) usually in July.
- A transition meeting is held with the Nursery teacher and Reception teachers to discuss the children.
- Reception teachers telephone PVI settings to find out information about the children coming from these different settings.
- The Nursery teacher will visit pre Nursery settings and offer home visits to parents who would like one.

Inclusion

Children with Special Education Needs (SEN) are welcomed (please see SEND policy). Activities are planned according to individual need and ability. The Reception Teacher will liaise with the nursery and agencies involved with children with SEN in order to ensure the smooth transition process from pre-school to mainstream school. The SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging support and external intervention as necessary.

Continuous monitoring and assessment aids identification of children experiencing difficulties and appropriate support is given.

Intimate Care

“Intimate” care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child’s stage of development, they may need some support, for example, dressing, encouragement to wipe their bottom after toileting and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

It is our aim that all children should be independent and we consider our role to be one of *supporting* and *encouraging* rather than *doing*.

Resources

The class teacher has overall control and responsibility for the children in the class, with a full-time teaching assistant. The members of staff work as a team and discuss and evaluate plans together. The staff are encouraged to develop their knowledge and skills through training.

The classroom is organised to meet the needs of the curriculum and includes a wet area, role play area, writing area, story corner and floor space for construction and class activities. There are stimulating, welcoming displays and the resources are well organised in an accessible manner. The enclosed, outdoor space reflects the indoor classroom with areas for physical and personal development. There is access to the outside playground.

Safeguarding

Our Safeguarding and welfare procedures are outlined in our safeguarding policy.