



# EYFS Policy

<b>Approved by:</b>	The IEB		
<b>Responsible department:</b>	Leadership team		
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## Intent

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- School has a Governor - led nursery, overseen by the governing body.

## Legislation

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

## Implementation

At school we offer a combined reception and nursery with 30 reception places and up to 16 nursery places available in the morning and up to 16 nursery places available in the afternoon. We can also offer 30-hour places for qualifying parents. If your child attends full days, there is an additional charge of £5 per day to cover lunchtime staffing costs and they will be expected to bring a healthy packed lunch from home.

School starts at 8.40 am and finishes at 3.25pm for all reception and full-time nursery children.

Nursery morning children start at 8.40am and finish at 11.30am.

Nursery afternoon children start at 12.30 pm and finish at 3.25pm

School values deeply the importance the Early Years Foundation Stage plays in laying secure foundations for future learning and development and preparation for life.

The Early Years Foundation Stage in a child's life extends from birth to five years old. Children can start in our nursery at 3 years of age and can enter the reception year for their final year. However, all nursery children have to apply, through Kirklees Authority, to secure a place in reception. The Early Years Foundation Stage (EYFS) framework incorporates these principles as four distinct but complimentary areas:

**A Unique Child** - every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.

**Positive Relationships** - how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. Our commitments are focused on respect; partnership with parents; supporting learning; and the role of the key person.

**Enabling Environments** - states that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused on observation, assessment and planning; support for every child; the learning environment; and the wider context –transitions, continuity, and multi-agency working.

**Learning and Development** recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

Some of the children joining our school have already been learning in one of the various educational settings that exist in our community. The early years education we offer our children is based on the principles and seeks to;

- Build on what children already know
- Ensure that no child is excluded or disadvantaged
- Offers a structure for learning that has a range of starting points, content that matches the need of young children, and activities that provide opportunities for learning both indoors and outdoors
- Provide a rich and stimulating environment
- Partnership with parents and multi-agency working

### **Curriculum**

In order to achieve the above our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At school, we aim to provide a broad, balanced, rich and stimulating curriculum and environment 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.

At school, 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/guardians 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
- Provide experiences for all children, whatever their needs, which are inclusive

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy (Letters and sounds phonics programme supports reading)
- Mathematics (supported by White Rose Maths)
- Understanding the world
- Expressive arts and design

## **Characteristics of effective learning**

The characteristics of effective learning underpin achievement of these prime and specific areas of learning. They describe factors which play a central role in a child's learning and in becoming an effective learner and are vital elements of support for the transition process from EYFS to Year 1. The characteristics represent processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

### **Playing and exploring – engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### **Active learning – motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

### **Creating and thinking critically – thinking**

- Having their own ideas
- Making links
- Choosing ways to do things

## **Planning**

At school, we plan activities and experiences for children that enable children to develop and learn effectively. To do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

### **Long Term Planning**

We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each of the six half terms and the early learning goals and educational programmes are distributed over the terms to give a broad and balanced coverage.

### **Medium Term Planning**

Each half term more particular aspects of the curriculum are addressed. Links are provided between areas of learning and development opportunities for IT. Learning objectives, assessment opportunities and activities and experiences for each area of learning and development are identified.

### **Short Term Planning**

Weekly and on a day-to-day basis specific learning objectives, activities, differentiation and deployment of adults are specified to address the learning needs of all the children. This allows for flexibility in response to individual needs and interests and for revision or modification by informed on-going observational assessment.

### **Learning Through Play**

At school, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

### **The Learning Environment**

The Early Years classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. There are defined learning areas, where children are able to find and locate equipment and resources independently. The Foundation Stage has an enclosed outdoor area, and children are able to free flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

### **The Outdoor environment**

Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being. It gives them contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons. Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.

It also offers more space than indoors and therefore is particularly important to those children who learn best through active movement. Which is why at school, families are asked to provide their children with appropriate all-purpose clothing (Wellington boots /rainproof macs with hoods) so we can learn outside whatever the weather!

## **IMPACT**

### **Assessment**

At school, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. They primarily take on two forms:

#### **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 recorded on class assessment sheets, assessment on entry, other focused assessments e.g. sound/number, annotated examples of work, photographs, and information from parents. Each child has an individual 'Learning Journal' which we add to regularly. We plan for observational assessment when undertaking our short term planning.

#### **Summative assessment**

The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's achievements against thirteen scales. It summarises children's progress towards the early learning goals. All practitioners in the Foundation Stage contribute to the profile and the teacher attends the local cluster group moderation. Children are also tracked using the school tracking system which enables staff to set and monitor targets for each child's learning. This is discussed with SLT at pupil progress meetings termly. Practitioners also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

### **Inclusion in the Early Years - Special Educational Needs and Disability**

All children and their families are valued at school. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their full potential and planning is in response to the observed 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 and further support can be accessed through the school's SENDCo.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children so that they make good progress from their starting points. 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 of different ethnic groups and those from diverse linguistic backgrounds. In order to accommodate the individual's particular learning style provision will be planned wherever possible in a multi-sensory way so that the various experiences can be accessed by all in the spirit of inclusion.

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.

### **Pupil Premium**

We ensure that we quickly identify children who are entitled to both Pupil Premium and Early Years Pupil Premium. Through baseline assessment we ascertain in which areas children are attaining and how we can further support through resources, expertise or intervention. Progress is rigorously monitored and tracked.

*See also SEND Local Offer*

### **Safeguarding and Welfare**

"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." Statutory Framework for Early Years Foundation Stage.

At school, all children have the right to feel and be safe. The safety of our children is paramount. We encourage the children to take risks in a safe learning environment by helping them to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Within the Early Years we ensure that our current practice and provision complies with the welfare requirements as stated in the Ofsted Statutory Framework for Early Years Foundation Stage.

Our team works collaboratively 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.

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

### **Health and Safety**

A first-aid box is located in the EYFS classroom. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines. The EYFS teacher will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in the EY classroom. Key staff hold current paediatric first aid certificates.

### **Parents as Partners**



We recognise that parents and carers 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 encourage parents through:

- Comprehensive settling in and transition programmes including drop-in sessions at transition points.
- Arranging a range of activities such as Celebration Afternoons and Open Morning throughout the year that encourage collaboration.
- Formal meetings for parents/carers three times a year at which the Class Teacher/Key Person and the parent/carer discuss the child's progress. Parents receive a report on their child's attainment and progress in the final year of Nursery and the end of Reception.
- Inviting all parents/carers to an induction meeting during the term before their child starts school.
- Providing drop-in sessions where the teacher, parents/carers and child can meet before they start school.
- Having flexible admission arrangements that enable children and parents/carers to become settled and allowing time to discuss each child's circumstances.
- Arranging for children to have a staggered start to school, over the first week so that the teacher can welcome each child individually to our school.
- By providing a quiet and confidential area where parents/carers are able to discuss any concerns between children, the school and parents/carers.
- Encouraging parents/carers to attend workshops around the curriculum and supporting at home.
- Sharing curriculum plans on our website that covers aspects that we will teach during that term, offering a range of activities that support the involvement of parents/carers through newsletters.
- Regular updates through social media and PING messages

### **Transition to Key Stage One**

Careful planning and liaison between staff ensures the transition from the EYFS to Key Stage One is as smooth as possible. The children move into Year 1 for a taster day in July, and parents are given a presentation on Transition by the Y1 staff.