

# Early Years Foundation Stage (EYFS) Policy



Policy Updated	April 2017								
Adopted by	Miss Michelle Taylor						April 2016		
Policy Review	2018	DATE	INITIAL	2019	DATE	INITIAL	2020	DATE	INITIAL
Annually April		April 18	MT		April 19	MT			

This policy applies to all staff across the school working with EYFS children.

The Policy has been written with reference to Policies offered by Babcock International. This policy must be read in conjunction with the New School policies all of which are applicable to the EYFS as they are to KS1 including:

- Child Protection
- Safeguarding
- EYFS Risk Assessments
- EYFS Risk Assessments
- First Aid Policy
- Administration of medicines
- Complaints Procedure
- Missing child and uncollected child policy
- Equal Opportunities
- Behaviour Policy
- Disciplinary and Procedures
- First Aid
- Health and Safety

## INTRODUCTION

Within the EYFS and as a school, we aim to help our pupils to achieve the five **Every Child Matters (ECM)** outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic wellbeing. Fundamental British values of mutual respect and tolerance of those with different faiths and beliefs will be upheld at all times.

The Early Years Foundation Stage (EYFS) at the New School consists of the Nursery (also known as Class 1) and the Reception (also known as Class 2).

Under the revised statutory framework (2014) the EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## **A Unique Child**

### Child Development

In the EYFS 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, celebration in assemblies and in class circle times, this encourages children to develop a positive attitude to learning. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional is equally important.

### Inclusive Practice

We value the diversity of individuals within the EYFS and all children are treated fairly regardless of their race, gender, qualities, unique attributes, religion or abilities. All children and their families are valued within our School. 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 and styles
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- Promoting a safe and supportive learning environment in which the contribution of all children is valued
- Using resources which reflect diversity, 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

### Keeping Safe

It is important to us that all children in school are 'safe'. We aim to ensure that the children are aware of boundaries and expectations of behaviour. We provide children with choices to help them develop important life skills. 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.

### Health and Well-being

We understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for EYFS. 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

## **Positive Relationships**

### Respecting each other

In the EYFS 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.

## Working with Parents

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We do this through:

- Talking to parents about their child before their child starts at our school
- Giving the children the opportunity to spend time with their Class teacher (Key Person) before starting at our school during taster days.
- By inviting parents to parent/teacher meetings and offering parents regular opportunities to talk about their child's progress and allowing free access to their child's 'Learning Journey' files
- Sending home a report on their child's attainment and progress at the end of the Reception year
- Encouraging parents to talk to their child's teacher if there are any concerns
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents such as fund raising days such as: the summer fete; activity days; performances including Harvest Festival, Mother's Day Assembly Nativity and Leavers' Assembly; Sports Day; Easter Egg Hunt
- Using our **wow moments** board for parents and EYFS Staff to leave comments relating to the children's experiences
- Providing parents with information about activities in school via our weekly newsletter

## Supporting Learning and the role of the teacher and support staff

All staff involved with the EYFS aim to develop strong and valuable relationships with all children, interacting positively with them and taking time to listen to them and deal with their concerns, no matter how small. The EYFS uses the term 'Key Person' which refers to the person whose role it is to ensure that every child's learning and care meets their individual needs. The Key Person's role is also to support parents and carers in guiding their child's development at home and to engage with more specialist support if necessary. At the New School, the Key Person is the child's class teacher.

## The Wider Context

We aim to work successfully with families and outside professionals through:

- Supporting transition within the setting by focusing on the child and their family
- Gathering information from families specific to the child's interests and experiences
- Working closely with professionals and outside agencies to meet the needs of individual children
- Learning about the child's local community and home environment

## Enabling Environments

Within our EYFS setting at the New School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

## Observation, Assessment and Planning/Supporting Every Child

Planning within the EYFS follows the children's interests. EYFS Staff are skilled at observing children to identify their achievements, interests and next steps in learning. These observations inform future planning. Adult-led activities and individual plans are made focusing on the children's needs and interests. Our short-term activity planning aims to foster the children's interests, developing a high level of motivation for the individual learner. Formative assessments of children's learning informs everyday planning and is based on ongoing assessment of each child's achievements, interests and learning styles and we use this information to ensure that future planning reflects the identified needs. All EYFS Staff observe the children in many ways: 'caught moments', planned observations and evaluation of teacher led activities. Evidence is collected through annotated photographs, examples of work, and written records of conversations. These are recorded in children's individual 'Learning Journey' files. These files also contain information provided by parents and other settings.

## **EYFS Profile and Reporting to Parents**

At the end of the Reception year, we use the EYFS Profile to summarise the formative assessments. Each child's level of development is recorded against the assessment scales derived from the Early Learning Goals.

In the Summer term of the Reception year, staff provide an opportunity to discuss each child's progress with parents and they receive a written report at the end of the academic year. This information is shared with the children's Year 1 teacher before they start within Year 1.

## **The Learning Environment**

The EYFS learning environment, both indoors and outdoors, is arranged to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently. This has a positive effect on the children's development. The children have the opportunity to explore, use their senses and be physically active.

## **Learning and Development**

We recognise that children have different learning styles and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. Activities are planned for both the inside and outside environment and children are able to move between the indoor and outdoor classroom throughout the day, weather permitting.

## **Playing and Exploring**

We provide an environment with:

- Stimulating resources which are accessible, open ended and can be used and combined in a variety of ways and are relevant to the children's interests
- Flexible space indoors and outdoors to explore, build and move
- Order and a calm atmosphere to aid concentration
- Resources which a child can move, change and affect
- Challenges appropriate to the development of the children

## **Active Learning**

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

## **Creating and Thinking Critically**

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the environment to extend their learning.

## Areas of Learning and Development

There are seven areas of learning and development that shape the provision in our EYFS setting. All areas of learning and development are important and inter-connected.

The three **Prime areas** are particularly crucial for igniting children's curiosity and enthusiasm for learning and building their capacity to learn, form relationships and thrive.

### Prime Areas:

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

Children will also be supported in the four **Specific areas** through which the Prime Areas are strengthened and applied.

### Specific Areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

We deliver learning for all of the areas through purposeful play and learning experiences with a balance of child initiated and adult led activities.

## The Prime Areas

### Personal, Social and Emotional Development

This area focuses on children learning how to work, play, co-operate with others and function in a group beyond the family. Aspects of moral development including the development of personal values and an understanding of self and others are also explored. Fundamental British values of mutual respect and tolerance of those with different faiths and beliefs are upheld and children are encouraged to develop an understanding of British values.

Children are encouraged to develop self-confidence and independence and to establish effective relationships with other children and adults. They learn to work as part of a group and independently, to concentrate and persevere in their learning and to seek help when needed. They are encouraged to develop a desire to explore new learning and to show an ability to initiate ideas and solve simple, practical problems. They work towards independence in selecting an activity or resource.

Children are encouraged to be sensitive to the needs and feelings of others, developing an understanding of what is right and wrong and why. They learn to take turns and share fairly. They learn to express their feelings and behave in appropriate ways, showing expressions of wonder, joy and contemplation in response to their experiences of the world.

### Early Learning Goals

**Self-confidence and self-awareness:** *children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose resources they need for their chosen activity. They say when they do or do not need help.*

**Managing feelings and behaviour:** *children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow rules. They adjust their behaviour to different situations and can take change of routine in their stride.*

**Making relationships:** *children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to other's needs and feelings and form positive relationships with adults and other children.*

## Communication and Language

Opportunities are provided across the curriculum to develop and enrich the communication and language skills of every child. Language skills are developed and promoted as children interact with one another, developing relationships and a knowledge that their efforts to communicate are valued. Free access to books including picture books, stories and non-fiction along with regular group story times, promote a love of books and reading.

### Early Learning Goals

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer how and why questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## Physical Development

Here the Learning Focus is on developing skills of co-ordination, control, manipulation and movement. Children learn these skills through being active and interactive in all that they do. Provision is made for regular and frequent physical activity both indoors and outside. This includes sessions using PE equipment as well as free play and break times. A range of resources such as construction kits, threading, playdough and 'small world' toys provide opportunities for fine motor development. Specific handwriting sessions also focus on developing the appropriate 'pincer' pencil grip.

### Early Learning Goals

**Moving and handling:** children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance of good health and its association with physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including going to the toilet and dressing independently.

## The Specific Areas

### Literacy

Children develop their knowledge of phonics and are able to link sounds to letters through a combination of the 'Jolly Phonics' and 'Letters and Sounds' schemes. An environment which is rich in print helps to promote the awareness of the written word. A wide variety of opportunities to experiment and develop mark making and writing skills are promoted cross curricularly and within the context of role-play as well as part of teacher initiated activities.

### Early Learning Goals

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking to others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## Mathematics

Mathematics is fostered through children becoming confident and competent at applying basic number knowledge and learnt skills appropriately. These include, counting, sorting, matching, recognising and creating patterns, recognising relationships between numbers. Children will also have opportunities to explore a range of activities involving shape, space and measures. Children will be taught these skills and will apply them through songs, games, imaginative play as well as practical activities such as cooking, construction and exploring a range of materials.

### Early Learning Goals

**Numbers:** children count reliably with numbers from 1 – 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems including doubling, halving and sharing.

**Shape, space and measure:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## Understanding the world

This area of learning provides the foundation for later work in science, design and technology, history, geography and ICT. Every child's natural curiosity is fostered and encouraged as they explore and make sense of the world in which they live. They are encouraged to think critically and pose questions to promote an enquiring mind.

### Early Learning Goals

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## Expressive arts and design

The children are encouraged to respond to, express, explore, experiment and communicate their ideas, thoughts and feelings through a range of materials. They will be provided with experiences and artefacts to inspire and stimulate their curiosity and promote experimentation with ideas, sound and movement as well as materials. Time is given for children to express themselves in a safe, nurturing environment and to develop their own ideas through freedom of expression and a sense of pride at their individuality.

### Early Learning Goals

**Exploring and using media and mediums:** children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts, and feelings through design and technology, art, music, dance, role-play and stories.

## **Health and Safety**

EYFS Staff have a day-to-day responsibility for the health, safety and welfare of children in the EYFS. They must report any concerns to the Head of Pre-Prep and/or EYFS Co-ordinator immediately. EYFS Staff have a daily responsibility for inspecting classrooms, play areas and equipment used.

## **Healthy Eating**

In the EYFS we aim to encourage and develop children's skills so they can make informed choices about food and drink. We help them to develop positive attitudes towards diet and health. Our snack times, cookery activities and lunchtimes promote healthy eating and drinking. EYFS Staff support and encourage good table manners at snack and mealtimes.

## **Professional Development**

In the EYFS we aim to raise the quality of our provision by encouraging and supporting the professional and personal development of the EYFS Staff.