

# EYFS Policy

<b>Reviewed by</b>	<b>Approved by</b>	<b>Date of Approval</b>	<b>Version Approved</b>	<b>Next Review Date</b>
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## **Aims**

- To give each child a happy and positive start to their Academy life on which they can establish solid foundations and foster a deep life-long love of learning
- To provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.
- To offer each child a wide range of new and exciting experiences and give them the opportunity to investigate, explore and develop key knowledge and understanding
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development, with high expectations for what all our children can achieve
- To encourage children to develop independence within a supportive, secure and friendly atmosphere
- To support children in building relationships through the development of social skills such as cooperation, turn-taking and sharing
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals

## **The Curriculum**

Nursery and Reception follow the curriculum as outlined in the Statutory framework for the Early Years Foundation Stage (EYFS) document, which is available online at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299391/DFE-00337-2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf)

This clearly defines what we teach. The following policy details the specifics of our setting.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas, known as the Prime Areas, are seen as particularly important because they support children's learning in all other areas.

The Prime Areas are:

- Communication and Language: Listening and Attention, Understanding and Speaking
- Physical Development: Moving and Handling and Self-care
- Personal, Social and Emotional Development: Making relationships, Self-confidence and Self-awareness and Managing feelings and behaviour

There are also four specific areas of learning which develop essential skills and knowledge for children.

The Specific Areas are:

- Literacy: Reading and Writing
- Mathematics: Numbers and Space, Shape and Measures
- Understanding the World: People and communities, The World and Technology
- Expressive Arts and Design: Exploring and using media and materials and Being Imaginative

## **Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective teaching and learning. Teachers plan activities across Nursery and Reception with these in mind. They focus on the importance of a child's attitude to learning and their ability to play and to explore and think critically about the world around them.

The three characteristics are:

- **Playing and Exploring:** children investigate and experience things, and demonstrate a 'have a go' attitude
- **Active Learning:** children concentrate well, enjoy achievements and keep trying if they encounter difficulties
- **Creating and Thinking Critically:** children have and develop their own ideas, make links between ideas and develop strategies for carrying out their own plans

### **Teaching strategies**

We ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where appropriate.

By the Summer term in Reception the children will experience a greater proportion of adult directed tasks as they prepare for their transition to year 1.

### **Play**

Learning through play is an important part of our Early Years classrooms, as evidence shows that deeper learning occurs through extended play. Using children's interests and the curriculum, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children, as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. Children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. We aim to get the right balance between child initiated play, and adult led activities to ensure the best learning opportunities for each child.

### **Teaching**

We provide direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge, which can then be consolidated through play.

Each day we follow a timetable with set routines in place, with opportunities each day for the children to come together and be taught in the more traditional sense, gathered together on the carpet as a class or in smaller groups. As well as opportunities to develop their understanding, these sessions also help children to develop vital habits of learning: for example, listening to others, taking turns to answer and sitting still.

Reading and story play an important part of the day. We want to make sure our children develop a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. Children in Reception participate in guided reading sessions as well as individual reading sessions with a teacher each week.

We make sure there is time for whole class story at the end of the day and also that there are many opportunities to enjoy books at other times. We encourage every child to have their own book bag so that they can take books home regularly.

## **Classroom organisation**

Our Early Years classrooms have defined areas with clearly labelled resources to ensure children can access them easily and independently. Each classroom is set up in a way which provides children with experiences and activities in all of the seven areas of learning. All classrooms have a writing area, maths area, book corner, a computer and opportunities for small world play. In addition, there are opportunities for sand and water play, exploring malleable materials, investigation and creative play, which can be accessed in Nursery and across the three Reception classes through 'free flow' access. There are designated outdoor learning areas for both Nursery and Reception and these also include opportunities for children to develop skills in all seven areas of learning.

Each child has their own labelled peg in the cloakroom and we encourage children to take responsibility for keeping their outdoor clothes and book bag safely in one place.

## **Assessment**

On entry to Nursery and Reception we carry out baseline assessments for each child, which give us a picture of what children can do when they join our setting and enable us to plan for each child's needs. Regular assessments are then carried out through the year to enable practitioners to understand children's levels of achievement and any gaps in their learning, so that they can then shape future learning experiences for each child. To ensure we have evidence of a child's progress in the EYFS we use a range of strategies, recorded in their individual Learning Journeys, which are collections of children's work, photos and observations which create a detailed picture of each child. Where appropriate, we also include individual next steps for children's learning. Each member of staff has their own iPad which is used to capture observations and identify next steps for learning. A copy of the Learning Journey is given to parents at the end of each year in Foundation Stage.

## **Role of staff and key worker**

Each child is assigned a key worker during their first week in the setting. The key worker's role is to help ensure that every child's care is tailored to meet their individual needs and to help them become familiar with the setting, developing strong relationships with each child and their parents. All adults working with a class will support learning and observe the progress of all the children, but a child's key worker will have a clear overview of their key children in particular. This ensures there is a range of evidence to assess the learning, progress and identify next steps for each child. Class teachers have overall responsibility for ensuring accurate assessment and effective planning meets each child's needs, so teachers and key workers work closely together.

## **The Induction Process**

### **Reception:**

During the Summer Term there is a whole-school transition week in which children and parents are invited to visit their new classes and meet their teachers. There is also a meeting with all the Reception teachers to share information about routines and expectations.

In the first week of the Autumn term, children stay for the mornings only. In the second week they stay until after lunch and then, in the third week, children stay for the whole school day. This enables them to build confidence in their new setting in preparation for their first full day at the Academy.

### **Nursery:**

A home visit is completed before a child attends their first session in Nursery. This is followed by a visit to the setting with a parent.

The next steps are decided on an individual basis, depending on the individual needs of each child and their previous educational experience. A child may attend with their parent again or even stay independently for part of the session, building up to attending for the full session.

Entry to Nursery is staggered, with a few children starting each day to allow staff to get know new children and ensure every child's needs are met.

### **Partnership with parents and carers**

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely together in the Foundation Stage.

- We outline the school's expectations in a Home-Academy Agreement.
- We hold a parent consultation early in the year to establish how a child is settling into the Academy environment and a second consultation evening mid-year. Parents also receive a written report at the end of the year.
- We run 'Parent time' sessions at the start of every session, where parents are encouraged to come into the classroom and stay and learn with their child.
- Parents can speak to their child's teacher and discuss any immediate concerns at the start and end of each session
- Any further concerns can be discussed informally with the Early Years Foundation Stage Leader at any time

### **Health & safety and safeguarding**

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299391/DFE-00337-2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf)

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom or take photographs with their personal handsets. Members of staff do, however, use school devices, such as i-pads, to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in the school admission packs.

Our children receive free fruit and milk from a Government scheme and children in Reception are also entitled to free school dinners. We also ask for a small voluntary contribution of 50p per week towards the cost of providing children with a healthy snack, as some children become hungry during sessions. Where possible, children assist in the preparation of their snack, which enables valuable additional learning opportunities.

We take accidents seriously and always log all accidents and review our logs to ensure safety is monitored carefully. If a child has a head injury, parents will receive a phone call or text to inform them immediately. Parents are informed of minor accidents via a first aid slip, so that they are informed about what took place and any treatment 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. Depending on a child's age and stage of development, they may occasionally need support; for example, with dressing or with cleaning themselves and changing underwear following an accident.

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. Only permanent members of staff are authorised to administer intimate care and will only do so if a child is compliant; otherwise parents will be contacted and asked to come to school and administer it themselves.

### **Inclusion and Equal Opportunities**

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. The Academy's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the Academy's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, with equal access to all aspects of Academy life to ensure that every child is valued as an individual.