

Eastbury Community School

EYFS POLICY

INTRODUCTION

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

**Early Years Foundation Stage Framework
Department for Children, Schools and Families 2012**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year and is based upon four principles;

A unique child

We recognise that every child has the potential to be a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement to develop a positive attitude to learning.

Positive relationships

We recognise that children learn to be strong and independent through secure relationships. We 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 both realistic and challenging activities and experiences to extend their learning.

Learning and development

The Foundation Stage area is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet and rest. The area is organised to ensure children are able to find and locate equipment and resources independently.

EYFS AREAS OF LEARNING

The Early Years Foundation Stage is a curriculum from birth to five years old. We follow the seven areas of learning which are;

Prime Areas

Personal, Social and Emotional Development

Communication and Language

Physical Development

Specific Areas

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and dependent on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children.

Personal, Social and Emotional Development

The school fosters and develops relationships between home, school and the wider community. Children are encouraged to work, share, take turns and co-operate with others. They are encouraged to be confident and independent. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs.

Physical Development

Children are given opportunities to develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both the indoor and outdoor environment by working with a wide range of resources.

Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class

activities such as working with puppets, participating in music sessions, reciting rhymes and singing songs together.

Literacy

We use a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to access the mark-making areas indoors and outdoors independently but will also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

Mathematics

Children achieve mathematical understanding through practical activities. They will have the opportunity to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They will explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

All children are given opportunities to solve problems, investigate, make decisions and experiment. They learn about living things, their environment, the world around them and the people who are important in their lives. Children also learn about a range of technology used in the home and at school.

Expressive Arts and Design

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to paint, draw, create collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Through various times during the year children are given the opportunity to participate in school productions and assemblies.

CHARACTERISTICS OF EFFECTIVE LEARNING

The characteristics of Effective Learning describe factors which play a central role in a child's learning to become an effective learner. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes.

The Characteristics of Effective Learning are;

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

Planning is divided into long, medium and short term. Long term plans state the topics to be covered for each year. Medium term plans illustrate the objectives being taught each term. Short term or weekly plans, show specific activities planned to achieve the objectives. A mixture of directed and free choice activities are planned and children's choices are carefully monitored to ensure a balanced curriculum. The children begin by having free choice of activities for most of the session. This free choice is gradually directed by staff as children get older and more mature.

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process. We assess children's learning regularly and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations using the 2Simple program.

PARENTS/CARERS AS PARTNERS

We value the involvement of parents in school. Parental involvement with school begins even before children start Nursery or Reception with a home visit and then an initial visit to the school. Parents consultation meetings are held in the Autumn and Spring Term giving parents an opportunity to discuss their child's progress. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. Parents are kept up to date through letters, newsletters and information on the school website. They are invited to various assemblies and workshops throughout the year. If parents are concerned in any way about their child they are encouraged to contact the school to discuss their concerns with the class teacher or Head of School.

OUTSIDE

The outside area is an extension of the classroom and there are a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices. We have a separate Outdoor Policy which gives more information about the principles behind outdoor learning and our vision for our outdoor space.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school website (Children who are 'looked after' will not have their photograph put on the website or any public flyers etc)

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. We have a full Equality and Diversity and Equal Opportunities policy available at school.

INCLUSION

We value the diversity of individuals within the school. All children at Eastbury Community School are treated fairly whatever their race, gender, religion or abilities. We believe that all our children matter and give our children every opportunity to achieve their best. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. 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.

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

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) and Gifted and Talented policy available at school.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff are familiar with have designated people responsible for first aid in school. Foundation Stage staff have had paediatric first aid training. Children are taught about the safe and appropriate use of equipment and materials. They are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in school.

ALLERGIES

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

MEDICAL NEEDS

We keep a note of any medical needs, allergies, children who need inhalers, piriton, epi-pens in the, classroom, dining room and staffroom so everyone is aware of the individual needs.

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 age and stage of development they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and carers will be asked to provide that permission when their child joins the Foundation Stage at Eastbury Community School.

SNACK TIMES

We see snack time as a social event, a time where the children enjoy a drink of milk, water and piece of fruit together. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Reviewed: September 2017