



Early Years Foundation Stage (EYFS) Policy

Rationale

This policy is based on the requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

In the Early Years Foundation Stage at Danecourt School we are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care and learning. We seek to promote an inclusive ethos based on positive attitudes to diversity and difference within all children. At Danecourt all children are respected and valued and we provide experiences to support their physical, social, emotional and educational development in a warm, caring and secure environment.

Through carefully-planned activities and child initiated environments, staff promote children's self-esteem and support them in developing the skills, knowledge and understanding needed to explore their world. Children are encouraged and supported in making choices and decisions as active learners. Their progress is continuously observed and informally assessed in order to ensure that individual needs are identified and provided for.

At Danecourt School we aim to develop an effective partnership with parents. We acknowledge and value their role in the education and well-being of their child, and welcome parents/carers/families to be part of our school community. We provide regular information about activities undertaken by the children via home/school contact books, parent's evenings, Person Centred Annual Reviews, telephone conversations and the 'parentshare' function on 2simple (our online system for observations and assessment) We work together with professionals from other agencies to identify ways of providing the very best learning opportunities for the children.

Implementation of the policy at Danecourt School

The Trustees, Senior Leaders, Team Leaders and Teachers must ensure that:

All members of staff, including volunteers and work experience students, who look after the children, are suitable to do so and have an up to date enhanced DBS certificate. All permanent and established members of staff have appropriate qualifications and experience to support the care and learning needs of the children. Supervision is provided for work experience students, other inexperienced staff, and volunteers.

Parents and carers are kept fully informed about the provision of care and learning for their child as well as the arrangements for delivering and collecting their child. A wide range of experiences and activities are provided so that children can learn through first-hand experiences and child initiated play. There are established systems for planning children's experiences which reflect their individual needs.

The progress of individual children is monitored and recorded regularly and the information is shared with parents and carers. Children make progress through the Early Years

Foundation Stage. The activities and opportunities across the three prime areas (Personal, Social and Emotional Development, Physical Development, Communication and Language) and four specific areas (Literacy, Mathematics, Understanding the World, Expressive Arts and Design) are based on each child's individual development and needs.

We help children to build positive relationships and develop self-esteem. We respect and value all children from differing backgrounds and we encourage staff and children to treat others with respect. We encourage children in their activities and provide support and reassurance for new experiences. We give appropriate praise and rewards to support their efforts and achievements in line with the PBIS (Positive Behavioural Interventions and Support) 'STAR' system which teaches the children to **Show Kindness, Take Responsibility, Act Safely** and to **Respect Everyone**. The EYFS team continually observe and monitor progress and ensure that the child's needs are met within future planning and provision. We support children in managing their feelings and coping with difficult situations. The use of consistent handling strategies and person centred support plans is implemented for children who need this support.

We focus on positive behaviour and praise children accordingly in line with the PBIS system used throughout the school. We always treat children with respect and show, by example, appropriate ways to behave with others.

We acknowledge that children have strong feelings that they may not know how to express. We help them to communicate what these feelings are and how to deal with situations that may be difficult. We support the children in resolving conflict by talking through the effects of their behaviour on others and helping them to discover and demonstrate appropriate behaviour. When inappropriate behaviour occurs, we ensure that the child knows that it is the behaviour that is wrong, not the child. We plan activities which allow children to explore feelings and develop strategies in a safe and supportive environment.

In addition, the SLT support EYFS staff in monitoring pupil progress through the review and updating of pupil targets and leading PCAR meetings for new pupils. The EYFS provision is monitored regularly through SLT 'drop ins'/ lesson observations, parent visits and timetabled support sessions.

Learning and Development

We offer the children a broad and balanced curriculum which follows *The 2017 Statutory Framework for the Early Years Foundation Stage*.

Within the Early Years we aim to provide a curriculum that helps each child to develop to his/her potential whilst meeting their special educational needs. A wide variety of experiences and activities are offered, which are either adult led, adult guided or child initiated, which provide opportunities to learn through play. We provide support and a structured approach to children who have particular behavioural or communication difficulties.

We run a carefully-planned programme of themes throughout the year to ensure that the children are given a wide range of active, sensory, and real-life, everyday experiences to enhance their learning of the world. Themes are chosen to reflect a wide range of interests and include visits in and around the locality.

We provide opportunities for both inside and outdoor learning with activities that allow for independence, modelling and adaptations in line with to each child's individual needs. We support the development of speech and language through carefully planned programmes in consultation with the Speech and Language therapists, and we take every opportunity to further individual children's communication skills in speaking and listening. Children are encouraged to look at books and seek opportunities to read stories to, and with them.

We develop early numeracy skills through everyday routines, as well as through planned experiences and games. We provide activities which engage the children in problem solving and investigation.

Children's imaginative and creative development is stimulated through a constant provision of resources that include: role play, painting, musical instruments, modelling and mark making etc. We encourage the children to make choices and decisions during all activities. We also expect them, supported by adults, to take appropriate responsibility for the care and maintenance of resources.

The child's needs are paramount and we aim to ensure every child feels happy and secure in an environment that is stimulating and challenging.

We work towards creating inclusion opportunities for our children with other local schools.

Assessment

Assessments for the Early Years Foundation Stage Profile data are based upon cumulative evidence gathered by all members of the EYFS team; interactions with and continuous observations of the children throughout the year inform this evidence. The majority of children will make progress through the Early Years Foundation Stage working towards the Early Learning Goals (see hyperlinks below). We use the "2build a profile" software as an assessment tool, which helps capture observations on the move via an online application, allowing instant assessment against the Development matters. This is then used to plan next steps tailored to meet children's individual needs and interests. Please see information in the parents section of our school website www.danecourtschool.com

We also carry out a baseline and an end of year assessment using the Danecourt Progression Steps as a reference to help monitor and record children's progress as they move up the school. All form of assessment is then used to plan next steps tailored to meet children's individual needs and interests.

https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

<https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Transition to a new class

There are inclusion opportunities for all of the children at assemblies, play times, music, drama and multicultural activities. During Term 6 the children spend some time in their new classroom with their new teacher. Parents are invited to meet their child's new teacher at Parent's Evening in the Summer Term. The Early Years Foundation Stage Coordinator/Reception class teacher liaise with the next class teachers during the summer

term, this is an opportunity for information to be shared. Children will continue their individualised learning journey with a smooth transition into their next class.

Organisation of resources

A wide range of resources are provided continuously so that children have opportunities within the indoor and outdoor classroom to explore and enhance their learning. Resources are made easily accessible so that the children are encouraged to be independent learners.

We ensure the safe use and storage of resources which are labelled with words and pictures/photos so that children can find and return resources and equipment safely and easily, supporting their independence and problem-solving abilities.

Planning and record-keeping

Planning documentation includes:

- The long-term plan for yearly themes relating to the children's interests.
- Medium-term plans outlining adult led activities and resources needed for child initiated activities for each theme. This ensures breadth and balance of the curriculum.
- Weekly/daily plans for activities, including adult led, adult guided and child initiated.
- Weekly timetables.

All members of the EYFS team make observations on progress and achievements and record these in the children's individual records. This information is used to plan appropriate activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning.

Teaching staff are responsible for making sure that these records are updated regularly, and that the information is shared with parents and carers during Person Centred Annual Reviews and Parents/Carers evenings.

Links to other policies

- Health and Safety
- Special Educational Needs
- PBIS policy
- Working in Partnership with Parents and Carers
- Safeguarding
- Equal Opportunities
- Foundation Stage Prospectus

The EYFS department adheres to all the policies of Danecourt School.

Policy Reviewed: Spring 2019

Next Review: Spring 2020

The public sector equality duty of the Equality Act 2010 has been considered in the writing of this policy. A Discrimination Impact Assessment concludes that through this policy Danecourt seeks to:

***-Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.
-Advance equality of opportunity between people who share a protected characteristic and those who do not.***

-Foster good relations between people who share a protected characteristic and those who do not.

Protected Characteristics: age, disability, gender, gender identity, race, religion or belief, and sexual orientation.

