

Early Years and Foundation Stage (EYFS) Policy



This policy is for Lockington CE VC School

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1. Introduction:

“Our school is committed to developing lively, enquiring minds and promoting excellent standards of achievement for all in a happy, safe and caring environment, based upon Christian values which encourage all to show respect, acceptance and understanding of others.”

Our Aims are;

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation 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.

We aim to provide pupils with the best start to their school life and time with us, it is therefore important that we have a clear and practical plan for our Early Years and Foundation pupils. EYFS in the school refers to the Reception year.

It is the responsibility of the Early Years Team to ensure that the provision planned for the children meets the Framework and the high standards of the school’s vision. It is the responsibility of senior school leaders to ensure the highest quality of provision, through the monitoring, evaluation, intervention and planning cycle. It is the responsibility of the Governing Body to ensure the school has in place an EYFS policy and that it is reviewed appropriately according to the policy review cycle.

2. This policy complies with:

Department for Education – Statutory framework for the early years foundation stage, March 2014

Department for Education – SEND: A guide for early years settings, September 2014

3. Areas of Learning and Development:

The Reception children follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, (Statutory Framework for the Early Years Foundation Stage, DFE 00337-2014) which is available to download at

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 are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime 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, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. 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

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and exploring – children will have opportunities to investigate and experience things, and 'have a go'.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning – children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. Active learning occurs when children are motivated and interested. Children need 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 – we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

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 possible.

By the summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to year 1.

Play

Learning through play is an important part of classroom. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, 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. The 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. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

Teaching

We include 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 and it is often through children's play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together as a class. In these slots we focus on our topic work, maths, literacy, phonics, and stories. These sessions help to develop vital behaviour for learning skills: learning as a group, listening to the teacher, taking turns to answer, sitting still etc.

Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the Reception class with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for whole class story at the end of the day but also that there are many opportunities to enjoy books at other times. Every child is given their own book bag and their book is changed at least three times a week. They also have one-to-one time sharing books with an adult at least twice a week if not more.

Our Policy on Teaching and Learning defines the feature of effective teaching and learning within our school. These features apply equally to EYFS as they do to KS2. Features that relate to EYFS are:

- partnership between parents and teachers, so that children feel secure at school and develop a sense of well-being and achievement;
- teachers understand how children develop and learn and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum helps the children work towards Development Matters Ages and Stages and EYFSP;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- encourage children to talk about their learning and develop independence;

- support their learning by providing appropriate well-resourced indoor and outdoor space;
- the identification of progress and future learning needs of children through observations;
- the good relationships between our school and the local feeder settings prior to joining school.

Planning

We believe many children need to be given a starting point to learn new things and find topics are a great way to fire the imagination. We have a year topic cycle that links in with the Key Stage 1 two year rolling program so all three year groups are working together on the same theme; topics are usually based on the following areas of learning,

‘Understanding the World’, ‘Literacy’ and ‘Communication and Language’; The topics are flexible to ensure we also follow the children’s interests, school themes and local or national events e.g. the Olympics. Every half term (and occasionally termly) staff plan the next topic, and book visits and visitors that will enhance the learning.

Staff plan in more detail on a weekly basis using daily notes, observations and interactions with children to inform where the learning journey should move to. Weekly plans are available for parents in the classroom. Although class teachers are responsible for writing plans, the class teacher plans with the HLTA as a team.

Visits and visitors

The part that visits and visitors play in the curriculum at Lockington Primary is given great emphasis. Visitors also really enhance a topic and we like to have ‘experts’ coming in to talk to the children, a doctor for example. We often ask parents if they are able (and brave enough!) to share knowledge or a skill, be it cooking, how to bath a baby, painting mehndi patterns on hands or playing guitar.

4. Classroom organisation

Our Key Stage 1 classroom has defined areas with clearly labelled resources to ensure children can access them easily. Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. Classrooms have a writing area, maths area, creative area, book corner, role play area, construction/small world area, outdoor area and carpeted teaching area. A variety of activities are planned for and set up in the different areas each day. The adults move to whichever area their focus for the session/day is.

The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths game, reading and for construction. The outside area reflects the learning that is going on inside the classroom too.

The right clothing is accessible to children if they wish to go out in wet or snowy conditions. They are encouraged to bring their own wellies in wet weather.

Each child has their own labelled peg in the cloakroom and pencil pot in the classroom. We encourage children to take responsibility for keeping their clothes, book bag and work safely in one place!

5. Observations and Portfolios

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. To ensure we have evidence of a child’s progress in the EYFS we use a range of strategies all of which

come together in their individual learning journey. We are very proud of their learning Journey's: these are collections of children's work, photos and observations which create a detailed picture of the child. Where appropriate, we include individual next steps for children's learning. These next steps are discussed by the class teacher and HLTA in informal meetings and in the weekly planning meetings, these next steps inform planning for the next day and week ahead.

Staff have access to an iPad which is used to capture and note observations and next steps for learning. These observations are recorded in a variety of ways and used to inform the child's learning journey (Development Matters) and their Early Years Foundation Stage end of year Profile.

On entry to the Reception class the children are assessed using Early Excellence base line. The evidence for this baseline is taken from observations and records from previous settings and parents, as well as moderations and observations from school too. Throughout the Reception class the Class Teacher submits end of term assessment data to the Head Teacher showing each child's development across the seven areas of learning.

Within the final term of the EYFS, we provide a written summary to parents in relation to all the Development Matters areas as well as the EYFSP and the final EYFS Profile results stating 'emerging, expected or exceeding' within each of the seven areas. Parents are given the opportunity to discuss these outcomes with the teacher and both parents and children are encouraged to complete the feedback sheet.

Parents have access to the learning journeys which are stored in a box clearly labelled in the classroom. The classroom is locked at night ensuring all records are safe. Parents are encouraged to contribute to their child's learning journey through the use of our building on our achievements cards which are themed according to the topic where significant events that happen at home can be recorded.

6. Role of staff and key worker

The class teacher and the HLTA are the named key workers for each child in the setting. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes.

There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

Partnership with parents and carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can;

- speak to us about their child at any time and feel comfortable in our setting. We do the following things to work closely with parents; Talking to parents about their child before they start school – home visit by KS1 teacher and HLTA.
- inviting the children into school prior to their start date. This usually consists of some morning sessions followed by the opportunity to stay full days.
- Inviting parents to an induction meeting during the term before their child starts school.
- Encouraging parents to talk to their child's teacher if they have any concerns.
- Formal meetings for parents in Autumn and Spring terms where teacher and parents have the opportunity to discuss their child's progress.

- My Special Week' – an opportunity for each child to have a special week where parents are encouraged to visit their child in school, see the teacher, discuss any issues and for the child to share their work/profile with their parents.
- 'Parents receive a report on their child's attainment and progress at the end of the Foundation Stage.

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 EYFS 2014)

We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance and there is a section in our school Safeguarding Policy that directly refers to practice in the EYFS. It is important to us that all children in school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. 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.

At Lockington Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of the children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate to 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.
- 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.

We endeavour to meet all these requirements.

It is important to note that members of staff, teachers, TA'S and HLTA'S do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with Lockington Safeguarding Policy. Members of staff do, however, use school iPads 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 their initial starter packs.

Good Health

The school provides pupils with free fruit and milk on a daily basis in order to promote good health. The children have access to these at all times during the day.

We take all accidents seriously and always log and phone home immediately if a child bangs their

Head, we have cold compresses stored in the freezer in the middle room. All large climbing equipment is checked at regular intervals and fire alarms are held regularly in line with whole school policy. There is an annual external check of equipment.

We follow whole school procedures for child protection (see separate policy). Julie Cattle, head teacher, is the named Child Protection Officer and all concerns are discussed with her. We have separate policies for medicine in school and off site visits.

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. We encourage all children to start school without nappies but will support any children struggling with this. 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. We have stocks of spare clothes and change anyone who needs it. Children are always changed with two adults and are done so in a sensitive way. If a child needs to be changed the two adults record what happened and anything unusual that they saw in an intimate care book which is kept in the office.

7. Roles and Responsibilities

The Governing Body determines, supports, monitors and reviews the school EYFS policy.

The Headteacher's role is to:

- provide support by encouraging staff and praising good practice;
- monitor learning and teaching through lesson observations;
- monitor planning and reviews;
- give feedback to teachers following lesson observations;
- support staff development through in service training and provision of resources;
- observe colleagues with a view to identifying the support they need.

The EYFS Co-ordinators role is to:

- provide a strategic lead and direction for EYFS in the school;
- provide support and advice to staff in the delivery of the EYFS Curriculum;
- remain informed about current developments in the subject by attending CPD sessions and being involved in independent research and reading;
- deliver CPD sessions to staff, to support staff development and lead by example by setting high standards in their own teaching;
- liaise with other members of staff to form a coherent and progressive scheme of work;
- monitor standards in the subject, through planning and work scrutiny, statistics, quality of teaching and pupil;
- consider with staff and work with the Headteacher in the evaluation and planning of actions included within the School Development Plan;
- take responsibility for the choice, purchase and organisation of resources for EYFS, in consultation with colleagues.

Monitoring the standards of children's work and the quality of teaching in the EYFS is the responsibility of the EYFS subject leader along with the Headteacher.

The co-ordinator will be responsible to the Headteacher and will liaise with the named link governors.

The Classteacher's role is to:

- be responsible for the teaching of EYFS as set out in the policy;
- provide planning and reviews for the Headteacher and EYFS co-ordinator to have access to;
- provide samples of work when required;
- assess children's work in order to detail future planning;
- update skills, knowledge and understanding of the EYFS;
- identify inset needs in EYFS and take advantage of training opportunities;
- keep appropriate on-going records in relation to school policy.

The role of HLTA'S and TA'S is to:

- follow teaching of EYFS as set out in the policy;
- provide evaluations of sessions and activities led and reviews for the Headteacher and EYFS co-ordinator to have access to;
- provide samples of work when required;
- assess children's work in order to detail future planning;
- update skills, knowledge and understanding of the EYFS;
- identify inset needs in EYFS and take advantage of training opportunities.
- observe the children and record observations in the school's format.
- help maintain the inside and outside areas and support the class teacher with setting up new activities and role play opportunities.

8. Other Policy Links:

- Accessibility plan
- Admissions policy
- SEN policy
- Child protection policy and procedures
- Health and safety policy

Signed

Headteacher		April 2017
Chair of Governors		April 2017