



St Anne's School and Sixth Form College

EYFS Policy

This policy was updated September 2018

1. INTRODUCTION

This policy document is written after consultation with the teaching staff and Governor with responsibility for EYFS and was presented to the Local Education Authority and the Governing Body in the Summer term 2016, and reviewed by the Curriculum Co-ordinator in September 2018.

It is a working document, which reflects the ethos and practice within the school in relation to Early Years Foundation Stage (EYFS). It has been written with due regard to the requirements of the Early Years Foundation Framework and it will be monitored and evaluated according to changes within these documents as and when they arise.

The EYFS curriculum aims to support the development of the life-long learning skills identified as the Characteristics of Learning as well as developing communication skills.

Outdoor learning opportunities are embedded in the EYFS curriculum and evident in planning. Outdoor learning aims to enhance the delivery of lessons and supports the life-long learning skills identified at St. Anne's.

The EYFS Co-ordinator: Sally Sullivan

The Curriculum Co-ordinator: Hendi Longman

2. FUNDAMENTAL PRINCIPLES

The Early Years Foundation Stage (EYFS) is the statutory framework for supporting children's learning and development and care from birth to 5 years.

At St Anne's School we are committed to providing high quality early years education, which gives children a secure and confident start to their school life and aims to nurture a love of learning.

We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework which states that:

'Every child deserves the best possible start in life and support to fulfill 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. When parents choose to use early years services they want to know that provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance.'

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive

contribution and achieving economic well-being by:

Setting the standards – we aim to deliver individualised learning, development and care that enhances the development of the children. Children will be supported to make progress at their own pace.

Providing for equality of opportunity we endeavour to ensure positive attitudes to diversity and difference so that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. Our aim is that our children learn from the earliest age to value diversity in others and grow up able to make a positive contribution.

Creating the framework for partnership – we are committed to working with parents, carers, and other agencies to ensure the best possible outcomes for our children.

Improving quality and consistency - we adhere to the universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks, and providing the basis for the inspection and regulation regime.

Laying a secure foundation for future learning- we recognise that children's earliest experiences help to build the foundations for life long learning. Staff are sensitive to the learning and development of individuals and ensure that activities and experiences are planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

The underlying principle is to provide a balanced and differentiated programme of activities that builds on previous experience, offering opportunities for individual and group work.

The curriculum will:

- Create a happy, caring, secure, fun and challenging environment for all children.
- Encourage confidence, independence and a desire to learn.
- Focus on the development of every child as an individual, valuing and building on their previous experiences and responding to their individual needs.
- Develop a positive partnership with parents and carers.
- Encourage good social relationships, develop self-esteem and respect for others.
- Provide good foundations for later learning.

The curriculum is designed to encourage the pupil to:

Develop an enquiring mind, an interest in learning and an enthusiasm for the next stage of school life.

3. ROLES AND RESPONSIBILITIES

The governing body with the head teacher will determine the school's approach to the Early Years Foundation Stage curriculum.

The school and Early Years Co-ordinator will recognise our responsibility for promoting the welfare of our youngest children:-

- All adults with access to our children will receive the appropriate level of DBS checking and as part of the induction process will have discussed and signed a school code of conduct.
- All staff employed by the school will undertake regular Child Protection training and are expected to follow the school guidance in following up a cause for concern.
- Staffing will be organised to ensure the safety of the children.
- All staff will be trained to the level appropriate to responsibility.

- First aid will only be administered by trained personnel. Procedures are in place to inform parents/carers of accidents involving their child.
- Procedures are in place to ensure security of children and the safe release of children into the care of individuals named by the parent/carer.
- Routines are in place to support children's growing understanding of personal hygiene.
- Children's behaviour is managed effectively through the use of a whole school system, which is adapted to the stage and development of individual needs.
- Risk assessments are undertaken and reviewed regularly.
- Premises, furniture and equipment are regularly checked and repaired, washed etc as required.
- Records, policies and procedures required for the safe efficient management of the setting will be maintained.
- Policy documents are available for parents and carers.

4. PRACTICE

The four EYFS themes

The principles which guide the EYFS are grouped into four themes:

A unique child

At St Anne's we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self assured.

We recognise that children develop in individual ways, at varying rates. We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

We believe that all our pupils matter and give them every opportunity to achieve their best, by taking account of each individual when planning for their learning.

Positive relationships

At St Anne's we recognise that children learn to be strong and independent from a base of loving and secure relationships. We aim to develop caring, respectful, professional relationships with our pupils and their families.

Parents and carers are the children's first educators and we are committed to working in close partnership with them in order to enable each child to achieve his/her potential. We value the contribution that parents and carers make and seek to maintain an effective partnership between home and school.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling environments

At St Anne's we recognise that the environment plays a key role in supporting and extending children's development and learning. We aim to create an attractive, welcoming and stimulating learning environment which will encourage our pupils to explore, investigate and learn through first hand experience. We also aim to make it a place where children feel safe, secure and confident.

We observe the children to assess their interests, needs and stages of development and learning, and plan challenging but achievable activities and experiences to extend their learning.

The EYFS learning environment is organised 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 so that children are able to find and locate equipment and resources independently.

The staff in the EYFS create a secure and safe environment where children are encouraged to

'have a go' and where every effort is valued. Children receive support which is personalised to meet their individual needs and to extend their learning.

Learning and development

At St Anne's we recognise that children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected. The EYFS states that 'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Learning Through Play

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Children learn by leading their own play, and by taking part in play which is guided by adults. Young children develop and learn best through play and first hand experiences, with the companionship of other children and supportive adults. Children also learn most effectively when they are interested and motivated by activities so we consider the individual needs, interests, and stage of development of each child in our care, and use this information to plan appropriate and enjoyable experiences for each child in all of the areas of learning and development.

At St Anne's we support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play by getting involved in the play themselves and modelling by example.

The reformed EYFS identifies three Characteristics of Effective Learning:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In planning and guiding children's activities, we use our knowledge of the different ways that children learn and reflect these in our practice.

Learning and development is divided into seven areas, which are all important and inter-connected.

Learning and Development

There are three prime areas which are 'particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive':

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

The three prime areas are strengthened and applied through **four specific areas** -

- **Literacy**
- **Mathematics**
- **Understanding the World and**
- **Expressive Arts and Design.**

Personal, Social and Emotional Development

At St Anne's we provide a safe and caring environment where children develop social skills, self confidence, a positive sense of themselves and others, a positive attitude to learning and form relationships.

Communication and Language

At St Anne's we recognise the importance of developing children's communication skills (spoken language and signing) and have created a developmentally appropriate, supportive and stimulating environment in which our pupils can enjoy experimenting with and learning language. We have timetabled 'language and communication' sessions for individuals and small groups with individual targets set with the support of a speech and language specialist, using 'Intensive Interaction' and 'See and Learn' where appropriate.

Physical Development

At St Anne's we encourage our pupil's physical development through the provision of opportunities for them to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement.

Children are supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. We endeavour to develop an understanding of the need for physical activity and making healthy choices in relation to food.

Literacy

Development in this area involves encouraging the development of early reading and writing skills. It involves fostering an enjoyment of books, stories, rhymes and songs; handling books; sharing books with an adult; sensory play and making marks; linking sounds and letters, and beginning to read and write.

At St Anne's we provide a print rich environment and introduce symbols, letters and words in a fun and playful way. Children are given access to a wide range of reading and writing materials (such as books, 'See and Learn' resources, sensory stories, rhymes, poems, messy play, paint, dough, pens etc) to ignite their interest and take part in a range of activities to explore and develop their skills.

Mathematics

This area of learning includes recognising routines, anticipating, counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

At St Anne's our children are supported to develop early number skills and an understanding of shape, space and measures, through playful activities and modelling the use of mathematical language. We provide a broad range of contexts in which children can explore, enjoy, learn, practise and talk about their developing understanding. There are opportunities to practice and extend their skills in these areas and to gain confidence and competence in their use.

Understanding the World

In this area of learning, children are developing the knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in science, design and technology, history, geography and information and communication technology. Activities are provided for children learn about the world around them and how to use simple technology

Expressive Arts and Design

Being creative enables children to make connections between one area of learning and another and so extend their understanding. Our pupils are provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

Planning

Long term planning - We have a two year rolling programme consisting of termly topics through which we deliver a creative and balanced curriculum.

Year 1	Topic
Autumn Term	Celebrations
Spring Term	Journeys
Summer Term	Growth

Year 2	Topic
Autumn Term	Traditional Tales and Nursery Rhymes
Spring Term	Animals
Summer Term	Water

Medium term planning- In our termly plans we include activities and experiences for each area of learning and development.

Short term planning – Our short term plans identify specific learning objectives, differentiated activities, deployment of adults and resources and adult led and opportunities for child-led activities, to meet the needs of the children on a weekly and day to day basis.

It allows for flexibility in response to individual children’s needs and interests, informed by on-going observational assessment.

Through careful planning we aim to:

- Provide a carefully structured curriculum, building on and extending children’s knowledge, experiences interests and skills.
- Provide a wide range of well planned, purposeful, challenging activities based on the children’s interests, previous knowledge and individual targets.
- Support and develop children’s involvement and concentration in order for them to learn effectively.
- Present activities in many ways and use a range of teaching strategies.
- Develop self-esteem and confidence in their ability to learn.
- Provide a safe and secure learning environment, where each child is valued and where racial, religious and gender stereotypes are challenged.
- Monitor children’s progress, identifying areas of concern and taking action to provide support.
- Give opportunities for self assessment and reflection.

5. RESOURCES

The EYFS is resourced to provide experiences across the 7 areas of learning.

Continuous Provision – these resources are available to the children to make their own choices.

Enhanced provision – these resources are introduced to cover topics and to support the children’s learning and development.

6. DOCUMENTATION

Assessment and Recording

Ongoing assessment is an integral part of the learning and development process. We make regular assessments of children’s learning and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observations of the children in all seven areas of learning and the characteristics of effective learning, involving the teacher and other adults as appropriate. LearningBook is used to record observations and share achievements with parents/carers. B squared is used to record assessments and monitor progress and is updated termly.

Staff ensure that they:

- Make systematic observations and assessments of each child's achievements, interests and learning styles;
- Use these observations and assessments to identify next steps and plan relevant and motivating learning experiences for each child;
- Match their observations to the Development Matters statements, Early Learning Goals, and Characteristics of Effective Learning

The children are assessed on entry, and at the end of the school year. At the end of their Reception year the children are assessed against the Early Learning Goals, and are recorded on the Early Years Foundation Stage Profile as emerging, expected or exceeding. How the child learns is described with reference to the Characteristics of Effective Learning. During the year there are formal opportunities to feedback information to parents and carers through parent/carer consultations, early support/multi agency meetings and the Annual Review, and informally through each child's 'Home/school diary' and parent drop-in sessions.

An Individual Learning Profile is written annually with targets under the headings of 'Personal, Social and Emotional Development', 'Communication and Language', and 'Basic Skills' (Mathematics and Literacy) which is shared with parents and carers. Annual Reviews are written each year and a meeting held for all children with a Statement of Additional Needs or EHCP. Discussions can be, and are, also arranged independently, if felt appropriate by either parents/carers or the class teacher.

7. SPECIAL FACILITIES

Theme days and visits are planned where appropriate to enhance the curriculum

8. INSET

We review how and when we will deliver in-service training to staff and to the school population.

The CPD co-ordinator advises staff on suitable courses and they will feedback to staff and evaluate the course they attended.

9. LIAISON WITH OTHER SCHOOLS

St Anne's School and Sixth Form College is part of the Hunsley Partnership of schools, and Heads meet on a regular basis to discuss ways forward e.g. Inclusion. There is liaison between the Head and Curriculum co-ordinator from other partnerships. We also work with the Hesse Federation of schools to offer support and share practise.