

Drayton Parslow Village School and Mursley CE School

Early Years Foundation Stage (EYFS) Policy.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Drayton Parslow Village School and Mursley CE School, children join the Reception class in the September of the academic year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "learn and develop well and kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

The EYFS is based upon four principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.
- Positive relationships - supporting the children in becoming strong and independent.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - An acknowledgement that children learn in different ways and at different rates

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at our two schools. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SEN coordinator (SENCO), Beckie Chapman-Hill, is called upon for further information and advice. Appropriate steps are taken in accordance with the schools' SEN policy.

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.

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils.

Welfare

Safety of the children is given utmost importance. 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. (See School Safeguarding Policy)

"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."

At our two schools we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

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

Positive Relationships

At our two schools we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Home visits to talk to parents about their child before their child starts at our schools.
- Teachers visiting children at their preschool settings to play with the children and talk to staff.
- Arranging weekly visits for our Pre-School children to spend time with their teacher during the Summer Term before they start school. Inviting parents to participate in initial sessions.
- Inviting all parents to an induction meeting during the term before their child starts school in order to detail how we aim to work with their child.
- Inviting parents to a meeting within the first two weeks of starting school to share information on the teaching of phonics and reading and how parents can support this at home.
- Inviting parents to observe lessons, for example phonics and Little Big Maths, and to attend Stay and Play mornings.
- Encourage parents to become involved by volunteering in class or joining school trips.

- Encouraging parents to talk to the child's teacher if there are any concerns. There is a termly Progress meeting for parents at which the teacher, parent and child discuss progress and Next Steps. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Special events, celebrations and School Assemblies.
- Providing parents an opportunity to celebrate their child's learning and development by attending celebration assemblies.
- Giving parents the opportunity to be involved in planning.
- Communicating learning opportunities and ideas for supporting activities at home through our e-schools Class Page.
- Sharing observations with parents (2 way) using the Build a Profile app.
- Ensuring all parents know that their child's teacher and teaching assistant are their key workers and
- By providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journey folders.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

Teachers and teaching assistants provide the curriculum in the reception classes of up to a class size of 15 children in each school.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

- Communication and language
- Physical development

- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCO in order to access Special Educational Needs support.

At our two schools:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part 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. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At our two schools we support children in using the three characteristics of effective teaching and learning. These are;

- **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.

(Taken from statutory framework for the EYFS 2012)

Religious Education is also taught in the reception classes in accordance with Buckinghamshire guidelines.

Assessment

Initial assessments are made through planned activities and observations by EYFS staff. Children's progress is constantly monitored through observations and tracked using the Development Matters statements. This is recorded termly using 2-Simple and Target Tracker.

In addition, half termly assessments in phonics, reading, writing and numeracy are carried out in the context of normal classroom games and activities. These enable us to track the progress of individuals and identify and act upon any specific support needs.

Equal Opportunities

All members of the schools are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At our two schools there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

In line with the EYFS statutory framework 2012, at our two schools we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At our two schools a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2012)

- Children bring their own bottles of fresh drinking water which are available at all times
- Children's' dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). At least one paediatric first aider is always on site.
- The headteacher is the named behaviour manager for the whole school. (refer to Inclusions policy, behaviour policy, physical restraint policy)
- A health and safety policy and procedures which covers identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Children are encouraged to be aware of safety issues through conducting their own daily risk assessments of the environment.

Transition

During the summer term, the following procedures have been put into place to ensure successful transitions:

From Pre-school /Feeder settings

- Home visits are made by Reception staff to meet children and parents before their child starts at our schools.
- Parents are invited to a meeting to ensure they know about school procedures and any concerns they may want to express.
- The children are invited to visit their reception class with and without parents.
- Members of staff from our two schools make visits to feeder settings.
- Children at Kingfishers Pre School (main feeder setting) will have visits with their key workers into school where they get an opportunity to engage with the current reception children.
- Pre-school staff are invited to visit the children in their new school in September.

From Reception Class to Key Stage 1

- Children and parents are fully informed about the process of transition.
- Reception parents are invited to a meeting informing them about the transition process and year one provision.
- Year One staff spend time working with and observing Reception children.
- Year One children prepare an information book which they share with reception.
- Reception children make an 'All about Me' book to take with them to year one on Transfer day to share with their new teacher.

- Reception staff visit the children in their new class in September.
- Children in Year One continue to have opportunities to learn through active play. Depending on the needs of the cohort and the location at which the class is based planned provision to enrich the curriculum is timetabled either alongside reception children or in their own classroom.

Continuity of Teaching and Learning from Reception Class to Key Stage 1

- During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the school, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

- Reception and Year One teachers meet to moderate 'exceeding' judgements.
- Reception and Year One teachers meet to discuss the final Profile report together with the commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.
- Year One teachers use the EYFS profile to build upon children's learning and ensure the EYFS curriculum is provided for those who have not yet met their ELG.
- Year One teachers provide a wide range of child initiated opportunities, set up within an exciting and stimulating classroom environment,
- Year One teachers ensure that children continue to be active learners; particularly during Literacy and Numeracy sessions
- Reception and KS1 staff work together to transfer EYFSP information and to set up groupings for Literacy and Numeracy.

Implementing, Monitoring and Reviewing the Policy

The EYFS and KS1 staff will be responsible for implementing this policy.

The EYFS Leader will be responsible for monitoring and reviewing this policy and will communicate this process to the Head Teacher.

Lorna Sandmann
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Up-dated April 2018