



Early Years Foundation Stage (EYFS) Policy

Date Policy Adopted: April 2017

	Date of Next Review by
Head teacher/SLT	April 2018
Approval	Curriculum and Standards Committee

"The EYFS seeks to provide: • quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind • a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly • partnership working between practitioners and with parents and/or carers • equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported."

Statutory Framework 2014

Early Years Foundation Stage (EYFS) Policy.

Document Purpose

This policy reflects the values and philosophy of Broseley Primary School, in relation to the teaching and learning goals of the children in the Foundation Years. The policy is a framework, within which all staff work, and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Department for Education & Skills Document, *The Early Years Foundation Stage*, which sets out what pupils should be taught in different areas of learning.

This policy document, after presentation to, and agreement by, the staff and Governing Body, is distributed to all teaching and non-teaching staff and the School Governors. Further copies are available on the website and in the policy file, which is in the office. Such distribution ensures the accessibility of the document to visiting teachers, for example outreach/support staff and to parents.

Philosophy

The philosophy of Broseley Primary School EYFS is to provide a firm foundation on which all aspects of education are built. We aim to provide a Curriculum that is broad and balanced in content and wide-ranging in approach, helping to ensure future progress and success. We believe that we should create a learning environment that is motivating, exciting and caring, in order to contribute to the children's positive self-esteem and to inculcate a love of learning. We seek to "promote teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." (Statutory Framework 2014).

Aims

The overall aims for the children in the Foundation Years are:

- to enjoy the process of learning
- to experience equality of opportunity in a caring, safe and secure environment
- to be valued as individuals and acquire self-confidence, independence and self-help skills
- to develop enquiring imaginative minds, encouraging independent thought
- to gain knowledge, skills, concepts and attitudes that relate to all areas of the Curriculum and to life
- to learn attention skills and persistence, in particular the ability to concentrate
- to cultivate positive attitudes, values and beliefs and develop an understanding of, and respect for, other people's beliefs and cultures
- to experience personal achievement and appreciate the achievement of others
- to develop a positive self-image and an understanding of their value in society
- to acquire the skills to communicate their needs, feelings and experiences
- to develop respect and responsibility for self and others.

The teachers and support staff at Broseley Primary School make every effort to support and take care of the young children, assisting them in the cloakroom, getting changed for PE and other practical activities, while encouraging independence and self-help skills. School Staff supervise the children on arrival in school, at break times, lunch times and at the end of the school day until they are collected.

Early Years Foundation Stage (EYFS) Policy

The EYFS applies to children from birth to the end of the reception year. Children enter Reception Class in the academic year that they turn 5.

In partnership with Parents and Carers we support children in beginning the process of becoming active, lifelong learners.

We aim to ensure that staff “*guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.*” Statutory Framework 2014

The EYFS is based on 4 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.

“ Four guiding principles should shape practice in early years settings. These are: • children learn to be strong and independent through positive relationships; • children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and • children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.” (Statutory Framework 2014)

A Unique Child: “every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;”

At Broseley Primary School we recognise that every child is a competent learner who has the capacity to be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. We acknowledge that Children’s attitudes and dispositions to learning are influenced by feedback from others so we use praise and encouragement and rewards to celebrate what the children do well within a framework of consistent expectations to encourage the children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

- “The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.”

All children and their families are valued at Broseley Primary School. 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 SENDCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school’s Inclusion policy and SEN policy.

“But throughout the early years, if a child’s progress in any prime area gives cause for concern, practitioners must discuss this with the child’s parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate. “For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay." (Statutory Framework 2014).

Planning for Learning and Teaching

"Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that 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." (Statutory Framework 2014).

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. 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. There is an ongoing 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 the EYFS 2014)

This guidance is implemented in the following ways

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 in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

"The learning and development requirements cover: • the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings; • the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and • assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)." Statutory Framework 2014

Welfare

“The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare” (Statutory Framework 2014).

It is important to us that all children in the 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. (See Whole School Safeguarding Children 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 Broseley 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 2014 and we maintain a separate welfare file for all staff to reference. 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 Broseley Primary School 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

At Broseley Primary School we recognise the importance of the role of parents and the significant influence that they have already played in the early education of their child. We wish to build a firm partnership that benefits and enhances the development and well-being of their child and recognises the role that parents have played, and their future role in educating the children. We involve parents and encourage continued involvement and interest by them in their child’s education.

We do this through:

- Making a home visit to talk to parents/carers about their child before their child starts full time school;
- the children have the opportunity to spend time with their teacher before starting school during preliminary visit sessions;
- support children through the transition from home to the end of Reception .This is also to support staff and parents in getting to know each other as well as the children.
- The parents are invited to complete a scrapbook about their child in the summer before they start.
- encouraging parents to talk to the child’s teacher / key worker if there are any concerns. There is a formal meeting for parents three times a year at which the teacher and the parent discuss the child’s progress in private with the teacher / key worker. 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: celebration assemblies, school visits, fundraising activities, parents stay and play sessions, family learning and phonic information meetings.
- providing parents an opportunity to celebrate their child's learning which inform planning and provision;
- ensuring all parents know that their child's teacher and teaching assistant are their key workers
- Provide a quiet and confidential area if parents want 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 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.

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

The seven areas help practitioners plan the learning environment, activities, experiences and framework for the Early Years Curriculum. This does not mean that all the young children's learning is divided into these areas. One experience could provide a child with opportunities to develop a number of competencies, skills and concepts across several

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 SENDCo in order to access Special Educational Needs support.

Areas of Learning – Learning Objectives

Personal, Social, and Emotional Development

helps children become confident and establish constructive relationships with other children, parents, and adults. Children should be able to work independently, concentrate and persevere with their learning and explore new avenues, initiate ideas and solve practical problems. They should show respect for themselves and others, take turns and share, express their ideas and feelings and respond appropriately to a variety of experiences. They should be interested, excited and motivated to learn and have increasing awareness of their own needs. They should respond positively to cultural, social and physical diversity and demonstrate care of the environment and of living things. They should be able to dress and undress themselves and manage their own personal hygiene.

This area is seen as critical for young children in all aspects of their lives and gives them the best opportunity for success in all areas of learning.

Physical Development in the Foundation Stage is about improving skills of co-ordination, control, manipulation and movement. It helps children gain better control and co-ordination as they move safely, confidently and imaginatively, and helps them learn how to handle objects, tools and construction materials safely and with control.

Physical development has two very important aspects; it helps children become confident in what they can do and enables them to feel the positive benefits of being healthy and active.

Communication and Language

Literacy These areas help children to interact with other people, communicate their thoughts, ideas and feelings and build up relationships with adults and each other. Children can listen to, enjoy and respond to rhymes, stories, songs, music, non-fiction and poems. They can make up stories and take part in role-play with confidence. They learn to enjoy books and handle them appropriately and with care. They understand that words and pictures carry meaning and that, in English, print is read from left to right and from top to bottom. They come to associate sounds with patterns and syllables and with words and letters, to recognise their own names and some familiar words in their reading environment. The children should be able to develop their writing, using pictures, symbols, letters and familiar words, enabling them to communicate meaning.

These outcomes cover important aspects of language development and provide the foundation for Literacy. Children should be helped to acquire competence in English as soon as possible, making use, where appropriate, of their advances in talking and listening and becoming readers and writers. Other areas of learning also make a vital contribution to the successful development of Literacy.

Mathematical Development enables children to further their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk.

These outcomes cover important aspects of mathematical understanding and provide the foundation for Numeracy.

Knowledge of the World is the area of learning concerned with historical, geographical, scientific and technological learning. Children begin to solve problems, make decisions, experiment, predict, plan and question, in a variety of contexts; to discover and explore their environment, and people and places that have significance in their lives.

Expressive Arts and Design offers children a way to refine their vision of the world and share these feelings and responses with others. Being creative enables children to make connections between one area of learning and another and so extend understanding.

Creative Development allows children to express their feelings in a personal and individualistic way.

At Broseley Primary School we recognise the importance of the role of parents and the significant influence that they have already played in the early education of their child. We wish to build a firm partnership that benefits and enhances the development and well-being of their child. We involve parents and encourage continued involvement and interest by them in their child's education.

The seven areas help practitioners plan the learning environment, activities, experiences and framework for the Early Years Curriculum. This does not mean that all the young children's learning is divided into these areas. One experience could provide a child with opportunities to develop a number of competencies, skills and concepts across several

Class Organisation and Teaching Style

Within any one class, children are given the opportunity to work as a class, individually and in a group. The learning task or activity and the resources being used influence how the class is organised.

At Broseley Primary School:

"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 2014)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Lythe CEVC School 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 2014)

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

Equal Opportunities

All members of the school 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 ensuring all children have access to the whole Curriculum and opportunities to make the greatest progress possible in all areas of the Foundation Stage. 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.

Staff will ensure that all children feel secure, included and valued. No child should feel excluded or disadvantaged because of ethnicity, culture, home language, family background, special needs, disability, gender or ability.

Health and Safety

At Broseley Primary School there are clear procedures for assessing risk (see whole school risk assessment file) 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, annual risk assessments are reviewed in relation to EYFS and in safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2014, at Broseley Primary School 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 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 Broseley Primary School 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 2014)

- Fresh drinking water is 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. Teachers and TA's are paediatric first aid trained so that ample staff can ensure safety during the school day and any educational visits.
- The whole school behaviour policy clearly details expectations of staff, children and parents.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy are kept centrally and copies in each teaching area.
- A social networking 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.

Transition into EYFS

During the weeks prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents/Carers are offered a home /school visit to ensure they know about school procedures and allocation of classes and key worker and any concerns they may want to express. Other key information is also shared with parents at this point.
- Parents are encouraged to complete an "all about me" scrapbook. It is used to support transition and to inform planning.
- The children are invited to visits to their class
- Before transition into reception class preliminary visits are made and they are also invited to take a school lunch.

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 setting, 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'). Year 1 teachers are given a copy of the Profile data together with a written report outlining SEN. An informal discussion takes place to discuss children's skills and abilities in relation to characteristics of learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.