

Early Year Foundation Stage Policy

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us, part time or full time, at the beginning of the school year in which they are three. They begin attending school full time at the start of the term in which they turn five. This policy sits alongside all our school policies which are also applicable to the Foundation Stage.

The school is committed to the principles of the Early Years Foundation Stage (EYFS). It is based upon the Four Principles:

- 1 A Unique Child
- 2 Positive Relationships
- 3 Enabling Environments
- 4 Learning and Development

“Every child deserves the best possible start in life and support to their full 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 the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

One: A Unique Child

At Springmead School 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

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Springmead School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school, all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning (see Inclusion policy and Equal Opportunities policy and SEND policy, Accessibility Plan and Local Offer)

Through the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds by:

- 1 planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- 2 using a wide range of teaching strategies based on children’s learning needs;
- 3 providing a wide range of opportunities to motivate and support children and to help them to learn effectively;

Springmead School

Date: 18/8/2018
Review period: 12 months

- 4 providing a safe and supportive learning environment in which the contribution of all children is valued;
- 5 using resources which reflect diversity and are free from discrimination and stereotyping;
- 6 planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- 7 monitoring children's progress and taking action to provide support as necessary.

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."

At Springmead School we comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.

We actively:

- 1 promote the welfare of children.
- 2 promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- 3 manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- 4 ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- 5 Ensure that the premises, furniture and equipment is safe and suitable for purpose
- 6 Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- 7 Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Changing

Some children are still be wearing nappies or pull-ups in our school. Staff may have to change nappies from time to time or help children change after 'accidents'. The aim is to ensure that children are changes in a sensitive and hygienic manner with minimum distress to the child and never made to feel ashamed of themselves.

- Children are changed by the child's key person wherever possible.
- Children are changed in the designated area, where there are facilities for staff to wash their hands.
- Door remains ajar whilst children are being changed.
- Antibacterial spray is to be used to clean the changing mat before and after use.
- Gloves and aprons are used by staff when changing nappies.
- Parents are asked to bring their own nappies, nappy sacks, wipes and any creams, which they use, on their child.
- Potty training is encouraged in accordance with the wishes and methods of the parent/carer.
- Nappies are changed when necessary.
- A changing log is kept by the foundation stage to monitor changing. (see health and safety policy)
- Parents are informed of every situation where a child has been changed.

Keeping Safe

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 (see behaviour policy). 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 recognize and avoid hazards. We aim to protect the physical and psychological wellbeing of all children. (See health and safety policies, child protection policies and e-safety policy).

Two: Positive Relationships

At Springmead School we recognize that children develop independence best through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Role of Parents

We recognize that parents are children's first and most enduring educators and we value the contribution they make. We do this through:

- talking to parents about their child before their child starts in our school
- giving the children the opportunity to spend time within the setting before starting school during a 'Parent and Toddler' afternoon in the Ducklings or through our weekly 'Baby Explore' sessions
- ongoing communication with parents at every opportunity, for example: each half term parents receive a letter setting out adult led topics that their child will encounter with ideas to extend learning at home.
- Additionally parents are kept informed of child led topics through each child's 'Learning Diary'
- meeting all parents before their child starts school.
- offering 'Hoglet' sessions in the half term before their child starts school to each child, enabling them to familiarise themselves with their new classroom environment and children in their class.
- offering parents regular opportunities to talk about their child's progress in our reception class parents evenings
- sharing information with parents through the 'Learning diary' and giving parents the opportunity to share too
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher.
- Parents receive a report on their child's attainment and progress at the end of each school year and reception children receive interim reports at Christmas and Easter
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: class performances, class picnic, nativity service, Sports Day etc.

Key Person

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

The school recognizes the need for children to develop secure attachments to an individual and does this through a Key Worker system. In the Ducklings class the children are assigned a 'key person' this is assigned after they have settled and attachments have begun to form with a

Springmead School

Date: 18/8/2018
Review period: 12 months

particular adult, in this way secure attachments are encouraged. They're also assigned a key group. Occasionally children may work in key groups, The key person completes observations, completes the My Voice document and writes in the learning diary. In the reception class the EYFS teacher acts a 'Key Person' to all children, supported by the Teaching Assistant.

Children are changed by the child's key person wherever possible.

Three: Enabling Environments

At Springmead School we recognize that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The planning within the EYFS follows the schools' Long Term Plan. These are based around broad termly themes. These plans are used by the teachers as a guide for weekly planning, however the teacher may alter these in response to the needs (achievements and interests) of the children. Please see children's individual planning and personalised learning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Diaries' books and in each child's observation folder. During the children's first few weeks in the Hedgehogs, the teacher is assessing the ability of each child, we also use a range of strategies to observe. We use all the information gained from assessments to shape and modify the teaching programme for individual children and groups of children. Assessment information is shared with parents at parent consultations, through the school reports and daily through conversations and through the learning diary

At Springmead School, we use the Profile to record judgments against the EYFS Profile. Each child's level of development is recorded against progress through the ELG either emerging, secure and going beyond the Goal. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress. We give a opportunities for the parents to discuss these judgments with the EYFS teacher.

The Learning Environment

The EYFS classrooms are organized to allow children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The classrooms are set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS have their own enclosed outdoor areas as well as access to the whole of the school grounds. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant.

We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Wider Context

At Springmead we realise that effective communication between settings is key to ensuring that children's needs are met and there is continuity in their learning. With that in mind, we will

Springmead School

Date: 18/8/2018
Review period: 12 months

ensure that that we make a phone call to another setting, notes are taken or the parent is asked to bring the previous learning journey to school for our information. This is in order to either share information on an ongoing basis if they are attending a setting alongside our own or to share information on a one off basis when children have joined or left our setting.

Mult-agency Working

Where appropriate the school liaises with outside agencies to meet the needs of individual children and adopts a multi-agency approach.

Wider Community

The school works in conjunction with the local community to offer a broad and rich experience for our pupils. This includes visits from the police, fire service, nurses etc as well as visits to the church to participate in church services and in Village Day and getting involved in charity activities.

Four: Learning and Development

At Springmead School we recognize that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school (see policy). These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- 1 the partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- 2 the understanding that staff have of how children develop and learn, and how this affects their teaching;
- 3 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;
- 4 the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- 5 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;
- 6 the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- 7 the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- 8 the identification of the progress and future learning needs of children through observations, which are shared with parents;
- 9 the good relationships between our school and the settings that our children experience prior to joining our school;

Play

“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.” Play is children’s work.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and 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. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. At Springmead children have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children are given the opportunity to be creative through all areas of learning, not just through the arts. Adults support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime areas

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

Specific Areas

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

A focus on the Prime areas is important as those areas are vital in continuing to support learning in all other areas of a child’s development. The four specific areas grow out of the Prime areas. They include essential skills and knowledge for children to participate successfully in society. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. Planning for this EYFS is covered earlier in the policy and is the responsibility of the EYFS teachers and supporting staff.

In the nursery there is an emphasis on the prime areas, in the reception class the balance is

changed to include a literacy and mathematic focus.

6 Supervision

In line with EYFS guidance all foundation stage staff receive regular supervision meetings with a line manager. The line manager is in turn supervised by a senior member of staff. The purpose of supervision meetings are to identify training needs, review practice and to open a professional dialogue about any issues that have arisen since the last meeting. A supervision meeting form is completed and this is stored alongside individual personnel records.

7 The role of the Early Years Foundation Subject Leader (Head of Early Years) is to:

- provide a strategic lead for the subject with the aim of improving standards;
- offer support and advice to colleagues on the subject;
- monitor pupil progress in that subject area across the school through observations and discussion with staff and children. Also through levelling and scrutinizing work.
- We review the way the subject is taught at the school and plan for improvement;
- understand current standards in the subject across the school and how this compares to expected targets;
- plan how we are going to improve standards in conjunction with staff and principal;
- provide efficient resource management for the subject;
- review the curriculum plans for the subject and ensure that there is coverage of the National Curriculum, where we feel it is appropriate, and that progression is planned into schemes of work;
- to keep up to date with the developments in the subject at both national and local level;
- keep detailed information on their subject in a subject leader file;
- work with the principal to produce a development plan for the subject which links the whole school objectives;
- review policy annually;

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role.

For the academic year 2018-2019 Shirley Offer is the Head of Early Years and her Deputy is Charlotte Munckton.

8. Monitoring and review

This policy is the principal's ongoing responsibility along with reviewing its effectiveness annually in consultation with the staff.

Signed:

Date: