

The Asfordby Hill School



EYFS POLICY

This Policy Links With:	
Recommended:	Yes
Statutory:	
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Signature of the Chair of Governors:	

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Statutory Framework for the Early Years Foundation Stage (2017)

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes 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. At Asfordby Hill Primary School we believe the same and strive to fulfil the requirements.

We provide:

- **quality and consistency** 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.

1. Introduction and Aims

At Asfordby Hill Primary School we believe that a positive early years' experience is vital for a child's development. Children develop rapidly during this time and we endeavour to nurture their early communication skills, speaking and listening, reading, writing and maths through an exciting environment and stimulation curriculum. The EYFS is distinct and important in its own right. It prepares the children for Key Stage 1 and later schooling. In the Early Years children need an environment which is safe and secure, where they can play, explore, experiment and develop in confidence, be curious and learn; we are proud to offer this at Asfordby Hill Primary School.

Our main aim is to promote, foster and develop each child's curiosity and desire to learn through a broad, balanced and diverse curriculum using play as the key tool. The EYFS underpins future learning; therefore it is our role to provide the very best start to lifelong learning and to promote positive relationships. Between staff and parents in recognition of the significant role the family has in a child early development.

The EYFS has four guiding principles that shape practice at Asfordby Hill Primary School. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self assured;
- 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 need and there is a strong partnership between practitioners and parent 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.

2. Induction

All children will join Chestnut class in the Autumn Term after their 4th birthday. The children are offered short induction period in the summer term before they start school. Children are invited into school for 2 hours on 5 days. During this induction period children are given a 'taster' of what school is like, get to know each other and their teachers. The Head Teacher has an induction meeting with parents during this period to help with transition. Most of the children starting at our school have experienced a pre-school setting.

3. Learning and development, including curriculum organisation and play.

Children learn in different ways and develop at different rates. At Asfordby Hill Primary School we consider the individual needs, interests and stage of development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

There are seven areas of learning and development that shape our education programmes. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting

children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The *Prime* areas are:

- Communication and language; physical development; and personal, social and emotional development.

The four *specific* areas, through which the three prime areas are strengthened and applied, are:

- Literacy; mathematics; understanding the world; and expressive arts and design.

Our curriculum involves activities and experiences for children, as follows.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriated behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to links sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The EYFS curriculum at Asfordby Hill Primary School reflects the 7 areas of learning identified above. The experiences we provide for the children allow them to develop a number of competencies, skills and concepts, often across more than one area of learning at any one time. We use the Development Matters bands (the early Outcomes) and Early Years Goals set out in the statutory guidance materials to ensure we cover all objectives throughout the year. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. We believe play is essential for child development, building their confidence as they learn to explore, think about problems, and relate to others. We appreciate children learn by leading their own play, and by taking part in play which is guided by adults. We make on-going judgements about the balance between activities led by children and activities led or guided by adults and we will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As our children grow older, and their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

When planning and guiding our children's learning we always reflect on the different ways that children learn and this, in turn, is reflected in the activities we provide for them. There are three characteristics of effective

teaching and learning referred to in the revised EYFS and statutory guidance; we use these to deepen our knowledge of each child as an individual and also for assessment. 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 achievement; and
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

4. Teaching and Learning, including planning

The importance of play, talk, repetition and first hand experience in the process of learning and teaching in a stimulating environment both indoors and outdoors is paramount. It is clear in planning how the curriculum is offered and received, the sequence of activities and experiences, and how they build towards Early Learning Goals and the National Curriculum for Key Stage 1. Sessions are carefully planned for the children so they can demonstrate they have accomplished the Early Learning Goals whilst undertaking self-chosen activities.

Long Term Planning, giving an overview of the year, is guided by the Development Matters guidance document. Medium Term Planning reflects the topics over a term and can be led by relevant happenings, e.g. festivals, seasons, local news, the children’s interest, e.g. cartoons, stories, characters or sometime by the children and class teachers ideas. Activities are then planned to enhance the learning that can take place during this topic. A topic plan can be for as little as 2 weeks or up to a half term. This will include an initial continuous provision plan; showing activities across the 13 separate areas in the classroom. Short Term Planning (weekly) incorporates an overview timetable to show when there is whole class teaching (including speaking and listening activities, PSED, shared, individual and guided reading, maths activities and phonics). Children are involved in the planning process through discussion throughout all the various planning stages, linking with ‘Planning in the Moment.’ Changes are then annotated on to the plans. We use consistent and systematic teaching of synthetic phonics to support the children throughout the year. Parents are also involved in the planning process; letters are sent home half termly to update the children’s interests and resources/expertise are often called upon from a variety of stakeholders.

Our whole school policy on teaching and learning describes the features of effective teaching and learning at Asfordby Hill Primary School. These features apply to foundation through to Key Stage 1 and 2.

The more specific features of good practice to the EYFS are:

- The partnership between practitioners and parents.
- The understanding of how children develop and learn; staff are constantly developing their knowledge of learning styles, teaching, methods and scheme.
- The effective use of the continuous provision areas and child initiated learning to develop independence and the opportunities for relevant, regular assessment.
- The range of approaches used to provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk.
- Planned activities that give the opportunity for children to build on their interests and develop their intellectual physical and emotional skills- as well as the spiritual, moral, social and cultural aspects of life in school and beyond.
- The support for indoor and outdoor learning.
- The identification of progress and next steps for each individual child.
- Strong relationships between preschool settings and school (see transition policy)
- Regular reviews of staff training needs.

5. Assessment

The assessment process is important to us from the moment the children walk through our door. We receive and value progress summaries provided by pre-school. These, alongside observations made in the first three

weeks, form the Baseline judgement on each child's stage in development. This information is recorded and used to create a cohort profile and an overview on the attainment on entry. On-going assessment (formative) is an integral part of the learning and development process. It helps us, parents and carers to recognise children's progress and understand their needs, and suitable activities to plan and support if needed. We observe the children in play and doing their day to day activities to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. At four points in the year a judgement is made as to which stage of development each child is working within, each individual child's progress is tracked; as well as the entire cohort. We use this to look for trends or gaps in experience.

The revised EYFS states that assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Therefore, paperwork is limited to that which is absolutely necessary to promote children's successful learning and development; we keep a record of children's learning in individual 'Learning Journeys'. These are divided into terms and show a chronological picture of learning and experiences. We use observations, post it notes, photographs and examples of work to show a broad picture of learning. We value the 'parent's voice' therefore parent and /or carers are kept up-to-date with their child's progress and development through drop in sessions and parents evenings. We have an open door policy where the parents can access their children learning journey from the class at any time. We address any learning and development needs in partnership with parents and /or carers and relevant professionals (see SEN).

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five and no later than 30 June that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners 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 provided by us at Asfordby Hill Primary School is developed using 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 and we indicate 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 report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning, this is in addition to dialogue between EYFS and Year 1 teachers about each child's stage of development and learning needs, with the aim to assist with the planning of activities in Year 1. There is an expectation that Year 1 teachers will use the profile report to inform planning.

We share the results of the Profile with parents and /or carers in an end of year report. Parents are given an opportunity to discuss the report with the class teacher.

The Local Authority moderate EYFS classes approximately every two years, or sooner if there is a new teacher. We were moderated in June 2016 – the outcome was positive and a copy of the report is in the Foundation Stage File.

6. Inclusion , including EAL and SEN

At Asfordby Hill Primary School we believe that all our children are special and individual. We give each child every opportunity to achieve to their full potential by taking into account their life experiences; social and cultural backgrounds different ethnic groups, linguistic difference, SEN children with disabilities gifted and talented and gender.

We meet the needs of all the children through:

- Planning activities taking into consideration a diverse range of needs
- Using an individual education plan (IEP) where necessary for children with SEN
- AN accessible learning environment
- An appropriate resources for different abilities and gender – these resources reflect diversity and are free from discrimination and stereotype
- A safe and secure environment
- The recognition of when children need to be supported.

SEN

See SEN policy for the arrangement of identification and the agreed processes. We work closely with a range of outside agencies including Speech and Language, SENA, Autism outreach and Birchwood Special School.

The profile will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate. We will seek specialist assistance to help if we feel it necessary. We recognise children will have differing levels of skills and abilities across the Profile and know how important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify additional support needs.

EAL

For children whose home language is not English, we provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We 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, we assess children skills in English. If a child does not have a strong grasp of English Language, we will 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.

7. Safeguarding and Welfare

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. The school adopts the recommended Safeguarding Policy.

The EYFS outside learning area is risk assessed by adults; however we encourage all children to assess risks for themselves.

At Asfordby Hill 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. As a result we;

- Promote the welfare 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 cameras with photographs of children do not leave the premises.
- 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.
- Have a clear and well-understood procedure for assessing any risks to children safety, both in and out of the school premises. Risk assessment will identify aspects of the environment that need to be

checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

- Make sure children are kept safe while on outings and obtain written parental permission for children to take part in outings. We always assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards this includes consideration of sensible adult to child ratios. Following the statutory guidance, risk assessment will not always be in writing.

We ensure that all staff have current paediatric first aid certificates. First aid training is Local Authority approved and relevant for workers caring for young children.

Staffing arrangements at Asfordby Hill Primary School meet the needs of all children and ensure their safety. Children are usually within sight of staff and always within hearing.

We have a policy in place for administering medicines. It includes a system for obtaining information about a child needs for medicines, and for keeping this information up-to-date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicine (both prescription and non-prescription) is only to be administered to a child where written permission for that particular medicine has been obtained from the child's parent/or carers. We keep a written record each time a medicine is administered to a child and this information is given to the parent and the time they collect the medicine.

Child Protection

See guidance in EYFS Statutory document.

8. Parental Partnership

We strongly believe the role of the parent is significant in their child's education. We recognise the role that parents have played prior to starting school and value this immensely; therefore we strive to encourage parents to play an active part in their child's learning in the foundation stage and throughout their time at Asfordby Hill Primary School.

We encourage an 'open door' policy and parents are welcome to come into the classroom with their children to complete an activity. As the autumn term progresses we expect the children to become more independent and parents to come in less. The website is regularly updated with class news, photographs and topic information.

There are two formal parents evening during the year, one in the autumn term and one in the spring term, as well as regular invitations to 'pop in' to look at Learning Journeys, see displays or try tasting food. Curriculum events and assemblies are arranged throughout the year and all parents are invited to attend. We also endeavour to arrange an 'introduction to phonics' workshop annually. Each child receives a written report in July.