

The Asfordby Hill School



EYFS POLICY

This Policy Links With: Teaching and learning Child protection Policy	
Recommended:	Yes
Statutory:	
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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)

“For a small child there is no division between playing and learning; between the things he or she does ‘just for fun’ and things that are ‘educational.’ The child learns while living and any part of living that is enjoyable is also play.” ~ Penelope Leach

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. It is Asfordby Hill Primary School’s aim to fulfil these requirements.

We provide:

- **quality and consistency** so that every child makes good progress, remembering and knowing more with no child getting 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 in their learning journey.

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 stimulating curriculum. The EYFS is distinct and important in its own right. It also 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 that uses play as the key tool. The EYFS underpins future learning. Therefore, we believe it is our role to provide the very best start to lifelong learning along with promoting positive relationships between staff and parents in recognition of the significant role the family has in a child’s early development.

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

- 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 building and maintaining **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;
- **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 fourth birthday. The class teacher and another member of the EYFS Team will visit the children’s pre-school setting, or have a phone call with the given childminder/carer prior to the children’s initial induction. The children are then invited into school for five two- hour play sessions before the summer break. During this induction period, children are given a ‘taster’ of what school is like and get to know each other and their teachers. There will also be an induction meeting for parents during this period to help prepare and support them with transition.

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

Children learn in different ways and develop at different rates. Our EYFS curriculum reflects this as it is based upon the 'Development Matters in the EYFS' guidance material where consideration to the individual needs, interests and stage of development of each child in our care is paramount. This information is used to plan challenging and enjoyable play-based experiences that cover all the seven areas of learning. Therefore, every child's needs are catered for and developed.

These play activities will include a mix of

- Child Initiated Activities – where children make choices from within the learning environment to meet their own outcome for learning.
- Adult Initiated Activities- where resources are provided by an adult to stimulate and consolidate learning.
- Adult Directed Activities- where children engage in planned activities which have been designed to meet a specific learning outcome.

Adults working within the Chestnut class may also 'plan in the moment' if they are following a particular child's interest and can develop their learning further. In the moment planning (ITMP) involves observing and interacting with the children as they pursue their own interests. This interaction allows adults to seize the moments where children are deeply involved in an activity and assess and move their learning forward immediately.

In the EYFS, children's learning and development will be assessed and monitored against the 7 areas of learning. All areas are of equal importance to develop the whole child and they are closely inter-connected.

The Prime areas.

- **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.

The Specific areas.

- **Literacy** development involves encouraging children to links sounds and letters and to begin to read and write. Children will 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.

At Asfordby Hill we believe that children learn and develop in the above 7 areas through the characteristics of effective learning, a key element in the early year's foundation stage. These detail the ways in which children should be learning from their environment, experiences and activities and will be evident throughout the day in our EYFS classroom. Provision will enable children to

- **Play and explore** – engagement
Finding out and exploring, playing with what they know and being willing to have a go.
- **Actively learn** – motivation
Being involved and concentrating, keeping trying and enjoying, achieving what they set out to do.
- **Create and think critically** – thinking
Having their own ideas, making links and choosing ways to do 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.

Long Term Planning, giving an overview of the year, is initially guided by the Development Matters guidance document. This ensures skills progression in all of the 7 areas of learning through overarching themes and is adapted to meet the interests of the children through medium term planning. This planning is displayed in the classroom and is made available for adults to see and build on the children's learning journey. Children's interests are noted and then the adult initiated activities are planned and resourced weekly. This enables individual children to develop their curiosity further in the provision. This planning is also closely influenced by relevant happenings, e.g. festivals, seasons, local news and gives children opportunity to retrieve and build upon previously learned material. Children are involved in the planning process through discussions throughout all the various planning stages, linking with 'Planning in the Moment'.

To support the planning process the classroom environment has been carefully designed with intent to ensure that each of the 7 areas can be facilitated through child led activities. The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities with their own outcomes. Each area contains resources to support early writing and promotes a language rich environment.

The Chestnut classroom provides the following areas:

- Small world area- containing a range of characters, vehicles and furniture to support children in creating their own role play scenes.
- De-constructed role play area- allowing children to develop their imagination and be able to move with their role play.
- Large and small construction- small construction materials are stored in labelled boxes which children are allowed to self-select and use as they wish. Larger materials are stored effectively so that children

are able to see all of the shapes and sizes of the different construction materials and make a conscious decision of which pieces they would like to use.

- Sand and water – containing a range of different beakers, cylinders, cups and resources for children to explore measuring and capacity.
- Book corner – a comfy area with a range of fiction, non-fiction books and phonetically decodable story books.
- Message center - with a range of writing resources and phonic games.
- Maths area – containing a range of natural and manmade resources for children to explore early number and shape.
- Creative area - This supports the ART & DT curriculum providing opportunities for drawing, printing, creating and modelling. All made available for child selection,
- Laptops and Interactive whiteboard
- Play dough station- Set up to allow children to make their own play dough as and when they wish with step by step instructions displayed. This area also contains different cooking utensils to support children in playing with what they know.
- Investigation station – Containing a curiosity cube which is adapted and changed frequently to stimulate children’s early Scientific, Historical or Geographical enquiry skills.
- Outside Shelter- Made available during continuous provision and allows children to explore larger construction materials and the sand pit.
- Outdoor Environment- contains digging boxes to support vestibular development, a mud kitchen area, a music area, a water area and a maths area.

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 (but not solely to) the EYFS can be summarised as

- 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.
- 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 and the administration of the national baseline test, 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 and parents/carers to recognise children’s progress and understand their needs and next steps. Daily observations are carried out by all adults working within the EYFS classroom. These are paper based to ensure personal interactions with the children and to ensure that children’s play is not affected by an adult being close by. These are then stored in the children’s personal development folders and are used to

inform their next steps. Observations can be short or long and children are often observed in group situations as well as individually. This enables us to develop a picture of the whole child. 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. We also track the attainment and progress of the entire cohort to look for trends or gaps in experience.

Assessment in EYFS 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. As well as observations, photographs and examples of children's work are used 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. Through the platform Tapestry, we also share with parents what the children are doing and celebrate achievements. Parents are able to use Tapestry to send us photographs of how the children have developed their learning further at home. Alternatively we send out 'proud moment cards' which are another way for parents to communicate with us about their child's learning and development.

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, 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.

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 their full potential by taking into account their life experiences; social and cultural backgrounds; different ethnic groups; linguistic differences; particular educational needs and gender.

We meet the needs of all the children through:

- Using an individual education plan (IEP) where necessary for children with SEN
- An accessible learning environment
- 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 continually risk assessed by adults. We also 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 do the following:

- 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 the safe and 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 but will always be applied.

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 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, along with Tapestry, 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 to join in with their child's learning. 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.

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.