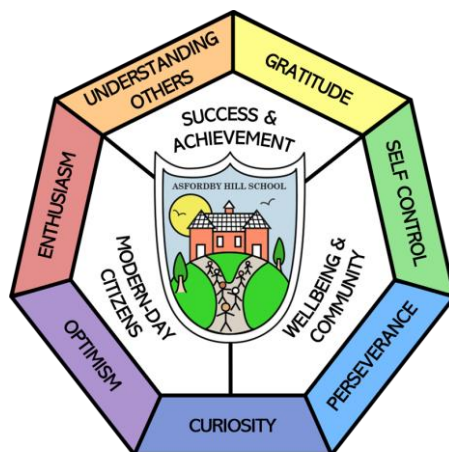


The Asfordby Hill School



Individual Value; Valuing Individuals

EYFS POLICY

This Policy Links With:	
Recommended:	Yes
Statutory:	
Date Reviewed:	Spring 2024
Date of Next Review:	Spring 2027
Committee Responsible for Review:	QEHS
Agreed by the QEHS:	13.2.24

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, parents and/or carers and other members of staff.
- **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 stimulating provision. 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 safe and secure **enabling environments**, where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
- **Children develop and learn in different ways and at different rates.** At Asfordby Hill, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play

which is guided by adults. 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 a short induction period in the summer term before they start school. Children are invited into school for 1hr play sessions over 3 days. During this induction period children are given a 'taster' of what school is like, get to know each other and their teachers. The EYFS teacher and Headteacher also hold 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 areas of learning and development.

There are seven areas of learning and development that shape our EYFS curriculum. These areas of learning and development are considered as equally important and are inter-connected. The foundations set in the Early Years prepare children for the National Curriculum and closely align to the aims and vision of Asfordby Hill Primary School. Through these areas children are exposed to new knowledge and skills which are then built upon and retrieved throughout your child's learning journey at Asfordby Hill. These 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 (PSED).

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:

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

Physical development:

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine**

motor control and precision helps with hand-eye co-ordination, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**. 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:

In Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

Literacy:

It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction), they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and then merging these sounds together (blending) for meaning. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children develop their reading and writing through applying the phoneme to grapheme correspondences taught, to make phonetically plausible attempts at unfamiliar words.

Mathematics

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes

Understanding the world:

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. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design:

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Through music sessions we will give children an insight into new musical worlds, invite musicians in to play music to children and talk about it, encourage children to listen attentively to music and discuss changes and patterns as a piece of music develops.

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. The curriculum considers how children learn and develop and has been designed using supporting guidance such as the Development Matters statements and the Birth to 5 documentation. This ensures that children are on track to achieve the end of year expectations set out in the Early Learning Goals statutory guidance.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity, inside and outside of the classroom. We strongly believe that 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'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning;
- **Active learning**- children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

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 knowledge, skills and understanding, 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 teacher's 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 and stimuli to cover different 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 and individual reading, maths activities and phonics). Children are involved in the planning process through discussion throughout all of the various planning stages, linking with 'Planning in the Moment.' Changes are then annotated on to the plans. Alongside this we use a consistent and systematic approach to the teaching of synthetic phonics to support the children throughout the year.

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. We also venture out to our feeder nurseries to meet the children, see them in a familiar environment and have one-to-one discussions with their keyworkers. These, alongside observations made in the first three weeks, form the Baseline judgement on each child's stage in development. We also carry out the Government Baseline which is a requirement for all settings to complete within the first 6 weeks of starting school. 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 whether a child is 'on track' to meeting the Early Learning Goals or whether they are 'working towards' these areas of development. Each individual child's progress is tracked; as is 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 personal to each child and reflect the work that the children carry out either with an adult or through child led experiences in provision. 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 freely voice any concerns or celebrate successes with their children and the adults in the setting. We also 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 not yet reaching expected levels (‘emerging’).

Year 1 teachers are given a copy of the Profile report and a professional dialogue between the EYFS and Year 1 teachers is held to discuss in more detail each child’s stage of development and learning needs to support the effective transition into 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.

6. Inclusion , including EAL and SEN

At Asfordby Hill Primary School we believe that every child is unique 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
- 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. This is supported by our 'open door' policy.

To communicate children's learning and development in the EYFS, regular photos and posts are shared through Tapestry. Parents and/or carers are set up with a Tapestry account before the beginning of the school year and this allows for effective communication between home and school.

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 learning workshops. 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.