



Individually Strong, Collectively Stronger

EYFS Policy



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EYFS POLICY

**This policy should be read in line with all other school policies.*

AIM

At Allen Edwards Primary School, we aim to provide the highest quality care and education for all of our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating, exciting and creative learning experiences that enable children to become confident and independent. We value the individual child and work alongside our parents/carers as well as other professionals to ensure we meet children's individual needs and help every child to reach their full potential.

At Allen Edwards Primary School, our over-riding aim in the EYFS is for our pupils to develop a positive foundation for lifelong learning. We will achieve this by promoting and supporting the four key principles in the EYFS Statutory Framework. 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 needs and there is a strong partnership between practitioners and parents and/or carers.
- ❖ **Children develop and learn in different ways and at different rates.**

TO ACHIEVE THIS WE WILL

- ❖ Ensure that all children and their families feel safe, valued, included and respected.
- ❖ Promote parents as partners in their child's learning.
- ❖ Help children to feel secure and develop strong relationships with their teachers and additional adults within the class.
- ❖ Promote the 'Key Worker' system to ensure children are identified and tracked by a key person.
- ❖ Promote a safe, challenging, rich and varied indoor and outdoor learning environment.
- ❖ Provide children with the opportunities to play, to engage in active learning and to think creatively and critically.
- ❖ Ensure all seven areas of learning are given equal coverage and that planning is based on observations of children, their interests and their next steps of learning.

SAFEGUARDING AND WELFARE

Please read in line with all Safeguarding and Welfare policies, particularly the school's Child Protection Policy, Health and Safety Policy, Mobile Phone Policy and First Aid Policy.

"Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them." **Statutory Framework for the Early Years Foundation Stage 2012**



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At Allen Edwards Primary School we take the safeguarding and welfare of our pupils very seriously. Any concerns, which the school has, will be noted and safe-guarding procedures followed in-line with the school's Safeguarding Policy. Any relevant agencies will be notified if deemed necessary. The safety of the child is always of paramount importance. In line with the welfare requirements stated in the Statutory Framework for the EYFS we are committed to:

- ❖ Promoting the welfare of children.
- ❖ Promoting good health, preventing the spread of infection and taking appropriate action.
- ❖ Managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ❖ Ensuring all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ❖ Ensuring that the premises, furniture and equipment are safe and suitable for purpose.
- ❖ Ensuring that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- ❖ Identifying children and young people who are suffering or are likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our setting.
- ❖ Maintaining records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

INCLUSION

Please read in line with the school's Equal Opportunities and Inclusion Policy.

We value all of our children as individuals at Allen Edwards, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We set challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys, 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. We plan a curriculum which meets the needs of the individual child, and are continuously working to narrow the achievement gap of any groups of children. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

LEARNING AND DEVELOPMENT

Please read in line with other curriculum policies, particularly the Teaching and Learning Policy.

At Allen Edwards Primary School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked. We recognise that features of effective teaching and learning in the EYFS are:

- ❖ the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- ❖ The understanding that teachers have of how children develop and learn, and how this affects their teaching.



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- ❖ 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.
- ❖ The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- ❖ 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.
- ❖ The encouragement for children to communicate and talk about their learning, and to develop independence.
- ❖ The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- ❖ The identification of the progress and future learning needs of children through observations.

THREE CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

These underpin the 7 areas of learning and development and represent processes rather than outcomes.

PLAYING AND EXPLORING

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.

Staff spend time playing alongside and with the children. This provides opportunities to model appropriate behaviour, turn taking, reinforce prior learning, and extend learning and assessment opportunities to inform future planning.

ACTIVE LEARNING

Active learning occurs when children are motivated and interested. Children need to 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

Children are given opportunities to be creative through all areas of learning. Adults can 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.

EYFS CURRICULUM

We plan an exciting and challenging curriculum based on our observations of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All seven areas of learning and development are important and inter-connected.

The **prime** areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas are:



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Personal, Social and Emotional Development involves helping children to learn to work, share, take turn and co-operate with others. They are encouraged to independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other culture and beliefs. Children are enabled to become confident and develop a positive self- image.

Communication and Language covers all aspects of language development and provides the foundation for literacy skills. It is within this area that children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

Physical Development involves giving children opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both the indoor and outdoor environment and by working with a wide range of resources.

Children are also supported through the four **specific** areas, through with the three prime areas are strengthened and applied. The specific areas are:

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Activities include whole class shared reading, phonics sessions and small group guided reading and writing. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. Children must also be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interests. We encourage children to treat books with respect and they are given many opportunities to listen to stories told by staff.

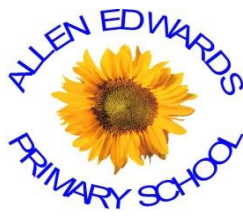
Mathematics involves providing children with the opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures. This is achieved by providing children with practical activities and using and understanding language in the development of simple mathematical ideas.

Understanding the World involves guiding children to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

Expressive Arts and Design involves enabling children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Through various times during the year, children are given the opportunity to participate in school productions and assemblies

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. In each area there are **Early Learning Goals** that define the expectations for most children to reach by the end of the EYFS.

THE LEARNING ENVIRONMENT



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At Allen Edwards, we recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

The EYFS classrooms and outdoor areas are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms and the outdoor area are set up in learning areas, where children are able to find and locate equipment and resources independently. Both the Nursery and Reception classes have their own, enclosed playgrounds which are linked with each other and the KS1 playground via gates. The Reception also have access to the secret garden which can be opened when supervised.

Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children which enable them to develop in all 7 areas of learning. Many of the areas allow the children to develop and extend their learning in several areas

The Nursery and Reception classes have lunch together in the KS1 hall. The lunchtime supervisors are able to provide the children extra support and encouragement during this time.

PARENTS AS PARTNERS

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating children.

- ❖ Nursery children and Reception children who are new to the school, receive a home visit. These take place towards the end of the academic year or before the child's start date. The school requests that all children have a home visit before starting school. Children who are new to Reception will also be seen in their present nursery setting when possible. Transition meetings between local nurseries will also take place to facilitate the transition process and help settle the children into their new school
- ❖ Any children starting the Nursery or Reception, after the beginning of the year will be allocated a start date and a registration meeting organised for any relevant information about the child to be passed on to the school and the Early Years team. Home visits would not normally take place but there will be close liaison between Nursery staff and parents/carers.
- ❖ Parents and carers are sent a letter inviting them to attend a 'Welcome Meeting' in July with the Foundation Stage Staff. These meetings are held in the Reception classrooms during the morning, allowing parents and carers to meet the adults who will be working in their child's new class. The class teacher will discuss the areas of learning, expectations of children and examples of activities and experiences children can be provided with at home.
- ❖ In the first week of the school year, parents are invited to come into school with their child whilst they settle into Nursery and Reception for the first part of the morning.
- ❖ Encouraging parents/carers to talk to their child's class teacher if they have any concerns. Parents are also invited to termly parent meetings to discuss their child's progress.
- ❖ A portfolio of children's observations is sent out at the end of each term showing parents their child's learning experiences and details on their next steps in learning. Parents can comment on the report and send observations and notes on their child's learning at home. At the end of the year parents receive a full academic report on how



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their child as progressed and how they have attained against age related expectations. Parents are invited into school to discuss this report if they wish.

- ❖ Parents are invited to come in and see their child's class assembly and for special assemblies e.g. Eid, Harvest, Christmas Nativity, Easter and music assemblies.
- ❖ Open evenings where parents are invited once a term to speak to their child's class teacher about their child's learning and progress and any other issues that may be concerning them.
- ❖ 'Phonics for Parents and Carers' held at the school and run by the EYFS Lead in order to support parents in developing their child's early literacy skills.
- ❖ 'Stay and Learn' sessions begin in Term 2 where parents can observe a lesson on Phonics/ Maths/ Reading/ Writing etc. Here, the focus is to support parents in helping their child at home.
- ❖ Termly Coffee Mornings where parents can chat with other parents and members of a staff in an informal setting.
- ❖ Termly curriculum newsletters are sent in advance to parents to inform them of some of the themes that will be covered that term.
- ❖ In Reception, Home Learning sheets are given at the end of the week, highlighting the learning that has taken place and activities they can do with their child to support and enhance this learning at home.

OBSERVATION AND ASSESSMENT

As each child enters Nursery and Reception we use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning. Within the first 6 weeks of the child starting they will be given a baseline assessment.

Expected standards are as follows:

Nursery

30-50 months = In line with ARE (Age Related Expectations)

22-36 months = Below ARE

Any other lower age band below = Significantly below ARE

Reception

40-60 months = In line with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways including: long and short observations, photographs and samples of work. All members of the EYFS team are encouraged to contribute and discussions take place. Significant observations of children's learning and achievements are collated in their own personal learning journey and stored on the 2Simple App, which is sent to parents via email on a termly basis. Parents can respond to the report with comments and/or photos of their child's learning at home.

Within the final term, we provide parents with a report based on their child's development against the Early Learning Goals in Reception and age related expectations in Nursery and the Characteristics of Effective Learning. The parents are then given the opportunity to discuss these judgements with their child's Reception class teacher in preparation for Year 1.



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Transition meetings are planned in Term 6 where staff handover information about the class and the children experience transition days in their new classes with their new teachers.

THE ROLE OF THE EYFS LEADER

The Phase Leader is responsible for improving the standards of teaching and learning in EYFS through:

- ❖ Monitoring and evaluating EYFS:
 - Pupil progress
 - Provision of EYFS
 - The quality of the Learning Environment
 - The deployment and provision of support staff
- ❖ Taking the lead in policy development
- ❖ Auditing and supporting colleagues in their Continuing Professional Development
- ❖ Carrying out and organising CPD, including external
- ❖ Purchasing and organising resources
- ❖ Keeping up to date with recent developments in EYFS
- ❖ Leading EYFS staff meetings
- ❖ Attending and contributing to Leadership Team meetings
- ❖ Act as a point of contact for parents feedback or concerns

THE ROLE OF THE CLASS TEACHER

- To implement the EYFS Policy.
- To take responsibility for the methods of teaching and learning used in the EYFS in order to ensure that policy and practice is joined up throughout the EYFS, including lesson planning, record keeping and assessment procedures.
- To develop strong contacts with relevant agencies in order to stay abreast of all curriculum initiatives in matters relating to EYFS children.
- To plan, implement and evaluate the continuous development of our provision for EYFS children, taking into account training requirements, appropriate teaching resources, timetable arrangements etc.
- To facilitate excellent communication between EYFS staff and parents/carers on all aspects of our EYFS provision.
- To assist in the process of managing and appraising the work of our Nursery Nurses.
- To assist in mentoring, supervising and guiding new staff recruited into our EYFS classes.
- To actively contribute to the process of the self-evaluation of our EYFS provision.
- To promote and develop the outdoor learning opportunities within the early years encouraging all staff to understand the benefits of outdoor learning.

The Role of the Key Worker

A key worker is a member of staff in the EYFS who has special responsibility for the education and welfare of a particular group of children during their time in Nursery and Reception. Every child attending Nursery and/or Reception at Allen Edwards must be assigned a key worker. The key worker will be either the class teacher or a Nursery nurse, but the class teacher still has overall responsibility for the learning and development of their whole class. Important aspects of a key person relationship (in each case with their allocated key children) are:



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- ❖ Developing secure trusting relationships with key children and their parents.
- ❖ Interacting with key children at a developmentally appropriate level.
- ❖ Providing a secure base for key children by supporting their interests and explorations away from the key worker.
- ❖ Providing a secure base for key children by being physically and emotionally available to them to come back to, by sitting at their level and in close proximity to them.
- ❖ Using body language, eye contact and voice tone to indicate availability and interest, gauging these according to the child's temperament and culture.
- ❖ Understanding and containing children's difficult feelings by providing words for feelings and empathy in a way suited to each individual child.
- ❖ Comforting distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently.
- ❖ Acknowledging and allowing children to express a range of feelings, for example anger, joy, distress, excitement.
- ❖ Settling new key children into the setting gradually.
- ❖ Whenever possible settling key children as they arrive each day.
- ❖ Changing and other personal care of key children using sensitive handling and words that are familiar to them.
- ❖ Having regular opportunities to reflect on the emotional aspects of being a key worker, with a skilled, knowledgeable manager or colleague.

Together these elements constitute key working.

KEY WORKER RESPONSIBILITIES

The primary aim of the key worker system is to provide close relationships between the key worker and the child for whom the key worker is responsible, and the parents/carers of those children, in order to assist the development of the children. It is important to distinguish between the administrative aspects of a key worker system and the development of an appropriate key person relationship and to recognise the value of both aspects of the key worker role.

- ❖ Keeping records of key children's developmental progress and contributing observations to the child's Learning Journeys on the 2Simple App
- ❖ Observing key children and analysing the information gathered through observation
- ❖ Planning experiences for individual children based on observations of their interests and developmental stages
- ❖ Communicating with colleagues and other professionals.
- ❖ Organising a back-up key person who is known to the parent and child.
- ❖ Ensuring smooth and planned transition, including the passing on of information on development and progress.

TRANSITION

TRANSITION INTO NURSERY

- ❖ School tours are offered to all incoming parents and children.
- ❖ The School encourages parents to invite a Nursery Teacher and Nursery Nurse for a home visit, to meet the children who are due to start Allen Edwards Nursery. During



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the visit, key information is collected regarding health and development of their child and also their child's likes and interests (see Appendix 1).

- ❖ Parents and carers are also sent a letter inviting them to attend a 'Welcome Meeting' in July.
- ❖ The class teacher will discuss the areas of learning, expectations of children and examples of activities and experiences children can be provided with at home. It is also an opportunity for the new children to visit the Nursery and become acquainted with their new classroom.
- ❖ In the first week of the school year, parents are invited to come into school with their child whilst they settle into Nursery for the first part of the morning.

Transition from Nursery to Reception

- ❖ School tours are offered to all incoming parents and children.
- ❖ Parents and carers are sent a letter inviting them to attend a 'Welcome Meeting' in July with the Foundation Stage Staff. These meetings are held in the Reception classrooms during the morning, allowing parents and carers to meet the adults who will be working in their child's new class. The class teacher will discuss the areas of learning, expectations of children and examples of activities and experiences children can be provided with at home.
- ❖ All children who are new to the school will be offered a Home Visit or invited into school to complete a Registration Meeting. When possible, the Reception class teacher will also visit the child's present nursery setting in order to make the settling-in process as smooth as possible.
- ❖ In the first week of the school year, parents are invited to come into school with their child whilst they settle into Reception for the first part of the morning.

- ❖ Encouraging parents/carers to talk to their child's class teacher if they have any concerns. Parents are also invited to termly parent meetings to discuss their child's progress.
- ❖ 'Phonics for Parents and Carers' held at the school and run by the EYFS Lead in order to support parents in developing their child's early literacy skills.

TRANSITION FROM RECEPTION TO YEAR 1

The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning (learning by carrying out a physical activity, rather than just listening) is maintained and built upon to offer a creative, hands-on method of teaching and learning.

The Year 1 classroom aims to reflect a similarity to the Foundation Stage classroom as it shows areas of learning available to the children e.g. role-play, art and creativity, music, ICT, reading and quiet areas. Although Year 1 is the first year within which the National Curriculum is followed, we continue to develop the independent learning skills established in the Foundation Stage. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

BEFORE THE CHILDREN MOVE FROM THE FOUNDATION STAGE INTO KS1



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Teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of the child's level of attainment, special educational needs and any other information relevant to the well-being and development of the child.

Information passed onto Year 1 teachers includes:

- Knowledge of letters and sounds (Phonics Phase)
- Reading attainment and profile level
- Writing – profile level and a sample of their best writing
- Printed version of each child's Profile (EYFSP) highlighting each of the targets achieved.

Information is used to identify groups of pupils to meet specific needs, adjust/fine-tune the curriculum and set future targets.

MONITORING/ ASSESSMENT OF THE POLICY

This policy will be reviewed after 2 years.

Date: September 2017

Signed by EYFS Lead: Jamilla Kara

Signed by Acting Headteacher: Zee Robins

Review Date: October 2019

DATE:

FOUNDATION STAGE REGISTRATION FORM 2017

Child's name:	Date of Birth:
Name to be used in school:	
Languages spoken at home:	
1) understands	2) speaks
Names of family members/key people in child's life:	



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Previous experience of nursery/playgroup:

What things does your child like to do/show interest in/talk about?	Does your child like to listen to stories? Do they have a favourite book?
How does your child respond to new people/situations?	Is there anything we can do to help your child settle better in nursery?

Name of the child's doctor:	
Surgery Address:	Tel
Does your child:	
Have any allergies?	
Have an epipen? Yes/No	
Have any on-going health issues? (for example, glue ear, grommets, eye patch, eczema, asthma)	

DATE:

FOUNDATION STAGE REGISTRATION FORM 2017

Have any on-going health issues? (for example, glue ear, grommets, eye patch, eczema, asthma)
Have a medical condition?
Have or need a Health Care Plan? Yes/No



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Has your child had any major illness, operation or a hospital stay?

Are you concerned about any aspect of your child's health?

Does your child have any special dietary requirements?

Are your child's immunisations up to date?

Any other information?

Checklist:

Red Medical Book

Birth Certificate

2Simple Profile

Email address:

DATE:

FOUNDATION STAGE REGISTRATION FORM 2017

Additional needs/information

Do you have any concerns regarding any of these areas of your child's development?

	Speech (for example: articulation)	
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	Language (for example: using or understanding language)	
	Emotional and /or behavioural (for example: separating/playing with other children; responding to boundaries)	
	Hearing	
	Vision	
	Physical/movement (for example: running, climbing stairs, using hands)	
	Other (Please Specify)	
Does your child have or use any specialist equipment or resources? For example: hearing aids, Makaton, signing...		
Does your child have any Special Need Support?		