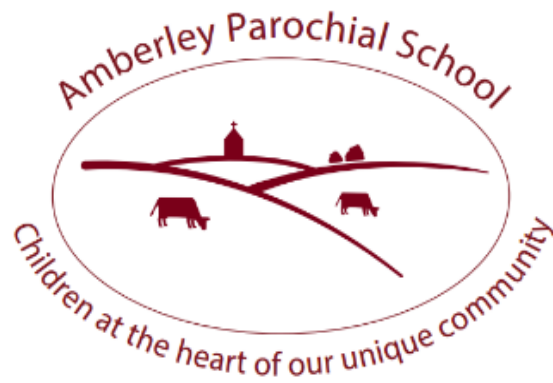


EYFS Policy



Confirmation of ratification by Governing Body:

Governor: Mr N Curram

Date: January 2017

Headteacher: S Cale

Date: January 2017

Review date: January 2018

Early Years Foundation Stage (EYFS) Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, most children join Nursery when they are three. The majority of our children join the Reception class in the September following their fourth birthday.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Amberley Primary School we have the philosophy that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion and Equal Opportunities

All members of the school community are treated as individuals and valued as such. We aim to meet the needs of all children regardless of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

At Amberley Parochial Primary we believe that children should be given every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping.
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary;
- accommodating an individual's particular learning style by planning activities, wherever possible, in a multi-sensory way so that the various activities will cater for all pupils.
- considering how we record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

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. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children 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."

At Amberley Parochial 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 2012. We understand that we are required to:

- promote the welfare and safeguarding 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 that the premises, furniture and equipment is safe and suitable for purpose;
- 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, efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Amberley Parochial Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are children's first and most enduring educators and we value the part they play in their child's continuing education. We recognise the importance of ensuring a positive relationship with parents and families throughout their involvement at Amberley.

We aim to develop a strong relationship with families by:

- keeping lines of communication open - We update our website regularly, with key information about the children's learning, and provide termly letters from the class teachers.
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parents discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year to encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits, productions, enterprise days, enrichment weeks and Fantastic Fridays (a termly opportunity for children to talk to their parents about their learning);
- giving parents an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision throughout the Reception year;
- ensuring all parents know that their child's teacher and teaching assistant are their key workers and when necessary, provide a quiet and confidential area where parents are able to discuss any concerns.

Transition

At Amberley we recognise that starting school has the potential to be a stressful time for both children and parents. From this we have established a strong procedure for transitions to ensure that our children and parents are confident and secure throughout the process.

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure a successful transition from preschool settings and a continued positive relationship with parents:

- members of staff from Amberley Primary Reception classes make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition. Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process;
- children are given the opportunity to spend time in their new classroom, with their teachers before starting school during transfer 'stay and play' sessions.
- parents are invited to an induction meeting during the term before their child starts school, and again during the first half term of the child's Reception year, in order to detail how we aim to work with their child particularly in relation to reading and phonics. Parents have the opportunity to talk to staff about their child before their child starts in our school;
- parents are given a welcome booklet, outlining what to expect as their child enters Reception and providing key information about the school ;
- parents and children are encouraged to complete an "all about me" booklet which is used during the Autumn term to support transition and to inform planning;
- children are supported through the transition from pre-school to Reception with the children attending part time during the first three/four weeks. This also supports staff and parents in getting to know each other as well as the children;

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff 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 includes 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. The profile indicates 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.

Enabling Environments

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

Our Reception classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet or rest. The classroom is set up in learning areas, where children are able to locate equipment and resources independently. Children select and return equipment to these areas, though have the freedom to choose where they wish to continue their learning.

The Reception class has its own enclosed outdoor area which provides a very positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the chance to explore, use their senses, develop their language and be physically active. We plan activities and resources, both indoors and outdoors, that help the children to develop in all 7 areas of learning. At Amberley Parochial Primary School we also take regular 'Welly Walks' in order for the children to connect fully with the natural world around them, throughout the year, in different weather conditions. These experiences provide opportunities for the children to learn a wide range of skills and take part in outdoor learning activities which reflect the many of the prime and specific areas, as well as the characteristics of effective learning.

Learning and Development

At Amberley Primary School, we know that children learn and develop in different ways and at different rates. There are seven areas of learning and development that must shape the educational provision in Early Years Settings. These are divided into prime and specific areas. The three prime areas are important in developing children's curiosity and enthusiasm for learning.

Prime areas:

- Personal, Social and Emotional Development
 - Making Relationships
 - Self –confidence and self-awareness
 - Managing feelings and behaviour
- Communication and Language
 - Listening and attention
 - Understanding
 - Speaking
- Physical Development
 - Moving and Handling
 - Health and Self-Care

The other four areas are called specific areas. Through these the prime areas are strengthened further.

Specific areas:

- Literacy
 - Reading
 - Writing

- Mathematics
 - Numbers
 - Space, Shape and Measure

- Understanding the world
 - People and communities
 - The world
 - Technology

- Expressive arts and design
 - Exploring and using media and materials
 - Being imaginative

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. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

Children's development levels are assessed and as the year progresses, the balance shifts towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Reception pupils also participate in a daily phonics sessions, following the guidance in the "Letters & Sounds" document and in line with school policy.

The Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and exploring:

Children will have opportunities to investigate and experience things, and 'have a go'.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, 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.

Active learning:

Children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

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

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to

make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically :

We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document.

Effective learning builds and extends upon prior learning and following children’s interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences as well as their identified needs. Relevant and significant observations are recorded in the children’s individual learning diaries, which are regularly shared with pupils and parents. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. Tracking grids of each child’s attainment are updated at the end of each term. This provides a summary sheet for each child that feeds into the whole-school assessment and tracking process. We record each child’s level of development to be entering, developing or securely working within the Development Matters age-bands. At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. As mentioned above, the child’s next teacher uses this information to make plans for the year ahead.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Head Teacher and EYFS lead will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process. This policy will be reviewed in January 2018 or as necessary.