

GAYTON PRIMARY SCHOOL



EYFS Policy

Approved by:

Governors

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Gayton Primary School
Early Years Foundation Stage Policy
'Positive minds, Positive futures'

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance" – Statutory Framework for the Early Years Foundation Stage.

(Any reference to parents applies to anyone with parental responsibility e.g. carers)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Gayton Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children "learn and develop well and kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

These also support the school's curriculum drivers- The Environment, Personal Development and Democracy.

A Unique Child

At Gayton Primary School we recognise 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

Each individual child's needs and qualities are recognised and valued, specific needs are met appropriately, showing an awareness of the individual's stage of development. We find at Gayton that our children have a rich and varied pre-school experience, ranging from full time nursery attendance, quality Pre-school provision to the occasional child with no formal pre-school experience.

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Gayton Primary School are treated fairly regardless of race, religion or abilities. All children and families are valued within our school.

Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage. Appropriate steps are taken in accordance with the school's policy for Special Educational Needs (SEN).

Development

In our school we believe that all our children matter. We give our children 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. We achieve this by planning to meet the needs of boys and girls, children who are more able, children from all social and cultural backgrounds, children with special educational needs, children with disabilities, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all 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.

Dyslexia friendly

In order to accommodate the individual's particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Welfare and Safety

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 these 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.

"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 Gayton 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 safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these needs and review our policies regularly.

Positive Relationships

At Gayton Primary School, we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families, through creating a partnership with parents; supporting learning; and the role of the key person.

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

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during transfer sessions; as well as regular visits from the Pre-School setting throughout the Summer Term;
- talking to the previous settings about the children who are going to join us for the start of the new school year;
- support children through the transition from pre-school to Reception with the children attending part time during the first two weeks. This is also to support staff and parents in getting to know each other as well as the children.
- inviting all parents 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;
- providing parents opportunities to attend active workshops , where they can find out about activities that we do in school;
- 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 parent discuss the child's progress in private together. 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 that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits, enterprise days;
- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments and adding them to the online learning journal which inform planning and provision;
- ensuring all parents know that their child's teacher and teaching assistant are their key workers;
- by providing a quiet and confidential area where parents are able to discuss any concerns.
- Parental help in the class is encouraged;
- Each child has a reading booklet that goes home with them every week and parents are encouraged to make positive comments on their child's reading at home.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. After the induction period in school, each child will be allocated a key person, which will either be the classroom teacher or Teaching Assistant. The 'Key Person' is for the personal and emotional needs for each child, particularly during the settling in period. Both the Classroom teacher and Teaching Assistant are equally aware of the child's learning, development and care. At Gayton Primary School, the whole school ethos of building on positive relationships is developed, not only between the child, parents and staff, but also between the pupils themselves. This is promoted through

- Circle time- children participate in their key person groups.
- Parent meetings before the children start school.
- Parental workshops, involving both the parents, staff and children.

- The 'Buddy' Scheme, whereby a year 5 pupil is assigned to a Foundation Stage 2 pupil on their start to school and is there to assist them during playtimes and dinnertimes, or on any whole school outing. The Year 5 buddies produce a letter for them, write a small book and support them at certain times of the year, to produce seasonal craft. There are also opportunities throughout the year to read to their buddy and to be read to.

We have good links with Gayton Pre-School. Regular meetings and visits are undertaken by the EYFS teacher and teaching assistant. The EYFS teacher meets with the staff to discuss new intake children. Staff and children from the Pre-School are invited to school events (Christmas productions, sing along, sports day etc.). The children who will be starting school from the Pre school setting, come over in small groups during the Summer term into the Foundation Stage 2 classroom, to familiarise themselves with the new environment.

Enabling Environments

At Gayton Primary School we recognise that the environment plays a key role in supporting and extending the children's development and learning. 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, through structured play based activities. The 'Enabling Environment' focuses on looking at the learning environment.

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and follows children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's online learning journals on Tapestry. The children also mark off particular tasks (missions) that they need to achieve independently that week and can then go up the rocket for incentive, with a happy letter home for those children successfully achieving all their missions.

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 Learning Environment

The EYFS classroom is organised to allow the children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The Foundation stage class has its own enclosed outdoor area. This has a 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 and more active. We plan activities and resources for the children to access outdoors that help the children to develop in all six areas of learning.

Learning and Development

At Gayton Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of Learning and Development equally and understand that they are inter-connected. There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

- Communication and language
 - Listening and attention
 - Speaking
 - Understanding
- Physical development
 - Moving and handling
 - Health and self-care
- Personal, social and emotional development.
 - Self confidence and self awareness

- Managing feelings and behaviour
- Making relationships

The specific areas are

- Literacy
 - Reading
 - Writing
- Mathematics
 - Number
 - Space, Shape and Measure
- Understanding of the world
 - People and Communities
 - The World
 - Technology
- Expressive arts and design
 - Exploring and using media and materials
 - Being imaginative

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift 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 prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SEN coordinator in order to access Special Educational Needs support.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school develop a sense of well-being and achievement;
- The understanding that teachers have on how children develop and learn, and how this affects their teaching;
- 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 and self management;
- 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, which are shared with parents;
- The good relationships between our school and the settings that our children experience prior to joining our school.

Play

'Play is the most significant medium through which young children can develop skills, concepts and attitudes. Play is the child's way of learning, it is the business of childhood and its importance cannot be over-emphasised. A spontaneous play activity can prove to be a significant learning experience.' (LA Early Years Guidelines)

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)

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

Active learning

"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" *Principle into Practice cards 4.2*

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 satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

"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." *Principle into Practice cards 4.3*

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Gayton we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

Children should be given opportunity to be creative through all areas of learning, not just through the arts. 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 round the classroom to extend their learning.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account 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.

Health and Safety

At Gayton Primary School, there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

In line with the EYFS statutory framework 2012, at Gayton Primary School we comply with Health and Safety procedures though;

- A whole school medicines policy which ensures that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist and a consent form provided by the parent has been completed. Training is provided for staff where the administration of medicine requires medical or technical knowledge. At Gayton Primary School a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2012)
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- The F2 classroom has a snack and sink area. We can provide healthy snacks and drinks. A member of the EYFS staff has received food hygiene training.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). All EYFS staff will hold a paediatric first aid qualification.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy

Transition

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 successful transition

- Parents are invited to a meeting to ensure they know about school procedures and any concerns they may want to express.
- During the summer term parents are encouraged to complete an "All About Me" booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to two separate visits to their reception class. One with parent and child and the second with just the children.
- Members of staff from Gayton Primary School 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 at Gayton pre School (main feeder setting) will have visits with their key workers into school where they get an opportunity to engage with the current reception 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.

A written report is sent to the parents, stating their progress and achievement.

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 are 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 informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

The head teacher and subject coordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Ruth Such
November 2019