



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Early Years Foundation Stage (EYFS) Policy.

Aims

This policy is underpinned by the school aims to provide for all the needs of the child through our school vision - Roots to grow, wings to fly - and values which promote,

Adaptability

Self-belief

Perseverance

Inclusion

Respect

Enquiry

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Alexander Hosea 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 are kept healthy and safe." We aim to support children in their learning through "teaching and experiences that give 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

A Unique Child

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, celebration/ sharing assemblies and stickers. Review of learning also plays a big part in children taking responsibility for their learning and

in positive feedback from others whilst giving the individual a sense of pride and achievement.

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-belief 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;
- monitoring children's progress and taking action to provide support as necessary;
- providing an environment which offers resources that offer appropriate challenge and interest.

Inclusion/Special Educational Needs and Disability (SEND)

All children and their families are valued at Alexander Hosea Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs or disabilities is identified at the earliest possible opportunity. Concerns are always discussed with parents/carers at an early stage. Appropriate steps are taken in accordance with the school's policy for SEND.

Welfare

It is important to us that all children in the school feel safe and are safe. We aim to educate children about 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 Alexander Hosea 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.

Positive Relationships

At Alexander Hosea 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.

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 the children. We do this through:

- talking to parents about their child before their child starts in our school, including a home visit in the week leading up to starting;
- providing the opportunity for children to spend time in school before starting school;
- supporting children through the transition from pre-school to Reception with the children attending part time during the first few weeks;
- 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;
- 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 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 opportunities throughout the year that encourage collaboration between child, school and parents: e.g. open afternoon sessions, school visits;
- providing parents with an opportunity to celebrate their child's learning and development by asking them to send comments for journals;
- written contact through a home school diary;
- providing targeted home learning to meet the needs of individual children;
- ensuring all parents know their child's teacher and teaching assistant;
- welcoming families at the door in the morning and saying goodbye at the end of the day;
- providing a quiet and confidential area where parents are able to discuss any concerns;

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and appropriately 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 interests. 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 individual journals. Active (play based) learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff enhance play and extend opportunities as needed to further individual learning.

Learning and Development

Teachers and teaching assistants deliver the curriculum in Reception.

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
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

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 Special Educational Needs /Disability Co-ordinator in order to access Special Educational Needs support.

At Alexander Hosea Primary School:

"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)

Planning and guided children's activities will reflect the different ways that children learn and reflect these in their practice. At Alexander Hosea Primary School, 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

- **being creative 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)

Religious Education is also taught in the reception classes in accordance with South Gloucestershire Agreed Syllabus 2016.

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 Alexander Hosea Primary School, there are clear procedures for assessing risk (see whole school Health and Safety Policy and risk assessments) which include 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 outdoor area (see EYFS risk assessment), 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.

In line with the EYFS statutory framework 2012

- There is a whole school managing medical needs policy
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- Each classroom has a snack and sink area so we can provide healthy snacks and drinks
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). As of September 2012, all Teaching Assistants working in the early years are paediatric first aid trained.
- EYFS leader is the behaviour manager for the Early Years. (refer to Inclusion policy, behaviour policy, physical restraint policy)
- We have a health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- There is a fire and emergency evacuation procedure
- We have a safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting.
- Appropriate clothing; staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

Transition 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, or if they are exceeding expected levels, or not yet reaching expected levels (‘emerging’). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child’s skills and abilities in relation to the three key characteristics of effective learning. This 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.

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give ‘due consideration’ to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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