



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Early Years Foundation Stage (EYFS) Policy- October 2022

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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EIA approved by	T&L	Reviewing committee	Teaching and Learning

EIA = due consideration of potential adverse impacts on the following groups: age; disability; gender and gender reassignment; marriage and civil partnership; pregnancy and maternity; racial groups; religion or belief; sexual orientation.

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

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.

'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. '(EYFS 2021)

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. Children are encouraged to show and explain their learning to their peers in class review sessions. As a result of this children develop a sense of self-belief and pride in their learning alongside important communication skills.

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 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 Child Protection Policy)

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 2021. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good oral health
- 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, in person, on the telephone or via email. 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 sharing learning via Evidence Me;
- written contact through a home school reading record;
- providing targeted home learning to meet the needs of individual children;
- ensuring all parents know their child's teacher and teaching assistant;

- 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. Research has been used to inform use of communication friendly spaces, use of colour and light. Textures and furniture are used to create a comfortable 'home from home' feel.

Children regularly have access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. These environments will be adapted as interests and needs develop.

As well as this, children also spend at least half a day a week in a designated forest school area in the school grounds.

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
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All seven areas of learning and development are important and interconnected. Each area of learning and development is implemented through planned, purposeful activities and provocations.

Subject leaders provide curriculum maps that track concepts across their curriculum areas from EYFS to Y6. This includes details about vocabulary that should be developed, books that could be used and experiences that would add to cultural capital.

At the start of the year, careful assessments and observations are made as well as carrying out the statutory Baseline assessment. Information provided by parents and other settings also helps to get a clear starting point for the year.

A balance of adult led activities, environment enhancements and provocations are then planned to support interests and next steps.

'Evidence Me' is used to capture milestone moments to document progress over time. Snap shots of this are shared with parents so along with ways that they can support from home. Individual journals are used to show case personal journeys and children are encouraged to take ownership of these and be proud of their achievements.

Planning is annotated and used as another ongoing assessment tool. These notes along with reviews of progress in journal are used to plan forward. This works as an efficient way help children keep up. Outcomes from regular screening in number and phonics also helps shape planning.

At regular points in the year, assessments are made against the schools expected milestones in all areas. For children identified as bubbling under or not at expected, extra consideration will be given to extra provision or interventions.

At Alexander Hosea Primary School, we support children to become independent learners and start to understand themselves as learners. As a school with use ELLI (Effective Lifelong Learning Inventory) This links well with the characteristic of effective learning set out in the EYFS framework. 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 2021)

Religious Education is also taught in the reception classes in accordance with South Gloucestershire Agreed Syllabus 2022.

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 2021

- 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 (and no later than the end of June), the EYFS Profile is completed for each child. Each child's level of development is assessed against the early learning goals using a best fit judgement. The profile indicates whether children are meeting expected levels of development or not yet reaching expected levels ('not met'). 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. The dialogue between Reception and Year 1 teachers continues as the transition takes place.

The learning journal is also passed on to the Y1 teacher. This gives a picture of progress from starting points and extra information about how individuals approach learning. A folder with screening assessments and any additional assessments such as baseline, NELI is also passed on to inform planning.