



Southfield Primary School

EYFS policy

Contents

1. Introduction
2. Aims
3. Structure of Early Years Foundation Stage (EYFS)
4. Curriculum
5. Teaching and Learning
6. Planning
7. Assessment
8. The Learning Environment
9. Working with Parent/Carers
10. Equal Opportunities
11. Safeguarding
12. Attendance and Punctuality
13. Roles and Responsibilities
14. Monitoring and Assessment of the policy

1. Introduction

"Every child deserves the best start in life and support to fulfil their 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." (Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012)

2. Aims

At Southfield Primary School, our over-riding aim in the EYFS is for our pupils to develop a positive foundation for life long learning. We will achieve this by promoting and supporting the four key principles in the EYFS statutory framework.

1. A Unique Child - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
2. Positive Relationships - Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
3. Enabling Environments - The environment plays a key role in supporting and extending children's development and learning.
4. Learning and Development - Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

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 relationships with 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 (see pages 5-6) are given equal coverage and that planning is based on observations of children, their interests and their next steps in 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 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 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

3. Structure of the EYFS

At Southfield Primary School, the term 'Foundation Stage' refers to children between the ages of three and five years old and describes their curriculum throughout both the Nursery and Reception years. Southfield Nursery takes children aged three and four years old. All 3 and 4-year-olds in England can get 570 hours of free early education or childcare per year. At Southfield Primary School this is taken as 15 hours each week for 38 weeks of the year. The school also offers a limited number of full-time places, for which there is a monthly charge.

Children are admitted to the Reception classes in the September following their fourth birthday. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

Admission into Nursery and Reception

Nursery Intake

- We have one major intake for Nursery in September of children who will be 4 years old during that academic year. Any spare places will be allocated during the year, as they become available, up to the spring half term, providing that the child has already passed his/her third birthday. We have a limited number of full time places available. This means the child will receive 15 hours of free EYFS provision and 15 hours of provision paid for by the parent / carer. For full time places lunch is

provided as part of the cost and a dedicated lunchtime supervisor supports the children over the 45 minute lunch period.

Reception Intake

- We have one major intake for Reception which is in September each year. Any spare places will be allocated by the borough during the year, as they become available.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding 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 Inclusion manager in order to access Special Educational Needs support.

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.

5. Teaching and Learning

At Southfield 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.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and 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 Stages 1 and 2. Features that relate to the EYFS are:

- The partnership between teachers and parents/carers, 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.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talking 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.

6.Planning

The Planning within the EYFS is based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

Planning and guided children's activities will reflect on the different ways that children learn (whether it be visual, auditory, kinaesthetic or tactile) and reflect these in their practice. At Southfield Primary School we support children in using the three characteristics of effective teaching and learning. These are 'Play and Exploring' 'Active Learning' and 'Creativity and Thinking Critically'.

7.Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of ways and used to inform the EYFS Profile (EYFSP).

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 ongoing 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').

8. The Learning Environment

The Foundation Unit is 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 classroom is split into learning areas, where children are able to find and locate equipment and resources independently. At Southfield Primary School the children have opportunities to move between their classroom, the Reception Rainbow room and the outdoor area on a daily basis. Our outdoor areas have shelters to enable pupils to have the opportunity to be outdoors during inclement weather. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

9. Working with Parent/Carers

We believe it is important to ensure that new children and their parents and carers have as much information as possible before starting our Foundation Stage. The following is a summary of how we support the transition into our school both before and after admission.

Before Admission:

- Parents and carers are sent a letter inviting them to attend a 'Welcome Meeting' in June with the Headteacher and the Foundation Stage Staff. These meetings are usually split into Nursery and Reception and are held on an evening in the school hall. This is an opportunity for parents and carers to meet the adults working in their child's new class, to see the setting and to collect an information pack to take home.
- Information packs are given to all families and include admission forms, individual children's start dates and an invitation to bring their child for a stay and play session in their new classroom.
- Parents and carers are given information on one to one school visits, which happen at the beginning of September.

After Admission:

- Nursery children start in small groups for the first two weeks whilst they get used to their new setting and routine. This also gives staff the opportunity to get to know all of the children well in smaller groups and on an individual basis.
- Reception children also start in small groups on a part time basis, but only for the first week whilst they get used to their new setting and routine and for the staff to get to know the children on an individual basis.
- A 'Communication, Language and Literacy Meeting' for Reception parents is held during the first term to explain how to help their child with reading at home.
- Parents and carers are encouraged to volunteer their time to help out in many areas of the school. E.g. helping on school trips, hearing children read in school, cooking, library sessions, etc.
- Parents are invited to attend termly parent consultations to discuss their child's progress.
- Reception pupils are given homework every Thursday and parents are encouraged to spend 10minutes every day on these activities.
- Parents are invited to come in for special assemblies, e.g. Eid, Christmas, Easter, instrumental/choir assemblies.

In Year Admissions into Nursery and Reception:

- Before any child starts in Nursery or Reception a pre admission meeting will be arranged with the Headteacher/Deputy Headteacher. There will also be an opportunity for the child and parents / carers to meet the new teacher and see the classroom and other Nursery/Reception areas. At this meeting the start date will be agreed.

10. Equal opportunities

This policy operates in line with the school's Equal Opportunities Policy. Every child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

11. Safeguarding

"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 Southfield Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2017. We are committed to:

- Promoting the welfare of children.
- Promoting good health, preventing the spread of infection and taking appropriate action when children are ill.
- 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 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/childminder setting.
- Maintaining records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

For more information refer to the 'Safeguarding and Child Protection Policy'

12. Attendance and punctuality

Children become statutory school age in the term after they are five. This means that Reception Summer born children will not be statutory school age until they are in Year 1. However the school's policy on attendance for Early Years Foundation Stage is in line with the rest of the school, including procedures for monitoring attendance, communicating with parents/carers about concerns, and systems for requesting leave during term time. EYFS follows the same Attendance Cup system as the rest of the school with rewards for good attendance.

13. Roles and Responsibilities

The role of the Phase Leader

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

- Monitoring and evaluating EYFS:-
pupil progress meetings
- provision of EYFS (including Intervention and Support programmes)
- 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 CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in EYFS
- Leading EYFS phase 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 monitor and review achievement and attainment of all pupils and curriculum provision across the EYFS classes.
- To take responsibility for the methods of teaching and learning used in our EYFS pupils 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 teaching assistants.
- 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 person

A key person 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 Foundation Stage 1 (Nursery) or Foundation Stage 2 (Reception).

Every child attending Foundation Stage 1 and Foundation Stage 2 must be assigned a key person. The key person will be either the class teacher or teaching assistant, but the class teacher still has overall responsibility for the learning and development of their whole class.

Key person Responsibilities

The primary aim of the key person system is to provide close relationships between the key person and the child for whom the key person 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 person system and the development of an appropriate key person relationship and to recognise the value of both aspects of the key person role.

- Keeping records of key children's developmental progress, contributing observations to records kept by colleagues and sharing records with parents / initial assessment / records and reports).
- Observing key children and analysing the information gathered through observation (observations to be put into EYFS Learning Journeys/ EYFS Assessment / evidence books).
- Planning experiences for individual children based on observations of their interests and developmental stages (weekly planning meetings).
- Writing individual education plans for key children with special educational needs.
- Writing reports for parents and holding regular meetings to discuss progress.
- Communicating with parents on a daily basis.
- 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.

The role of the Head and the Governing Body

- To check compliance with the school's policy
- To discuss with staff how far the policy is being successfully implemented
- To monitor the teaching and learning of EYFS in the school

14. Monitoring/Assessment of the policy

It is the responsibility of the EYFS Phase Leader and of Nursery and Reception teachers to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. She / he will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Headteacher, Deputy Head Inclusion and EYFS Phase Leader will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

REVIEW OF POLICY

<u>Governing Body</u> <u>Sub Committee</u>	<u>Published</u>	<u>Review Date</u>	<u>Author</u>
Teaching and Learning	November 2018	October 2019	Amandeep Tamber
<u>Headteacher's Signature</u>			
<u>Chair of Governors Signature</u>			