

Hartington CofE Primary School

EYFS Policy

"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."

(Statutory Framework for the Early Years Foundation Stage).

INTRODUCTION

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Hartington C of E Primary School.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults. In the policy the term 'setting' refers to the Early Years educational provision at Hartington C of E Primary School. This is available to children who enter school from September of the academic year in which they will turn five years old. In the National Curriculum this is referred to as the Reception Year, Foundation Stage or YR. These children are in the final year of the Early Years Foundation Stage (EYFS).

Within Hartington Primary School these children work alongside Y1-Y4 children but learn within their own differentiated curriculum which is appropriate for all. In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

Practitioners are fully qualified teachers and level 3 Teaching Assistants. They have a wide range of experience and expertise in working with and educating children. The Practitioners are committed to developing their knowledge of the EYFS curriculum and ultimate best practice by attending relevant and current training courses including cluster moderation meetings.

The Foundation Stage effects a smooth transition from home to school and offers stability for the younger child. In all classes children are provided with an environment in which they are given opportunities to express themselves through a multi-sensory approach which includes using a variety of mediums and suitable materials to stimulate and extend imagination and understanding. Through planned play activities and communication tasks, young children learn about themselves and

the world around them. They are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills whilst developing confidence, self-esteem and self-worth.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We empower the children to feel valued and provide them with the confidence to take part in all opportunities to become active learners. Planned and structured activities provide first hand experiences through play and discussion. Children are encouraged to interact with others, to move about and explore a wide variety of learning situations. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

EYFS AREAS OF LEARNING

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are:

Prime Areas:

1. Personal Social and Emotional Development

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

2. Physical Development

- Moving and handling
- Health and self-care

3. Communication and Language

- Listening and attention
- Understanding
- Speaking

Specific Areas:

1. Literacy

- Reading
- Writing

2. Mathematics

- Numbers

- Shape, space and measure
- 3. Understanding of the World
 - People and communities
 - The world
 - Technology

- 4. 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. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging targets that meet the needs and expectations of our EYFS children. This is achieved through careful planning which will meet the needs of both 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.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between home, school, the wider community, cluster schools, the church and enrichment providers in order to make links stronger and more meaningful for the EYFS pupils. Children are encouraged to learn to work, share, take turns and co-operate with others. They are empowered to become independent, be respectful of other cultures and beliefs and make choices for themselves. They are also encouraged to be caring and show empathy to the needs of others. Children are encouraged to become confident and develop a positive self image.

PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in indoor and outdoor areas by working with a wide range of resources and within the sport provision for the school.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills, where children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through modelling

language, story times, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative, creative play and talking through their own ideas (problem solving). They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to be involved in mark-making activities both indoors and outdoors via independent and teacher-led activities. These activities include whole class shared reading, phonics sessions and guided reading and writing tasks. Pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas which includes simple problem solving. Pre-number work is covered through nursery rhymes and carefully planned number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation Stage, children start learning about the passing of time within a day and are also given opportunities to learn about money and simple calculations through particle and 'real life' experiences.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, experiment and make decisions. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

EXPRESSIVE ARTS and DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. At various

times during the year children are given the opportunity to participate in school productions and worships delivered to both parents and members of the community.

OUTSIDE

We have an outside learning space which children have access to each day. The outside area is an extension of the classrooms and free flow between inside and outside is provided for. There are a variety of resources which facilitate learning available to the children. In this area EYFS practitioners deliver planned activities for children as well as giving opportunities for them to make their own choices.

PLANNING

The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year. Medium term planning is created with all early years' practitioners' involvement using the Cornerstones scheme of work. This takes into account the individual children's learning and developmental needs, whilst making links with the key stage 1 curriculum where ever possible. This promotes supported learning for the EYFS children to take place yet is delivered by the older children in the mixed key stage class.

All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors. The setting also makes use of the outdoor environment whenever possible and the creative use of our partner organisations e.g. The Peak Park Ranger Service, Music Partnership. We value all areas of learning and development and understand that they are inter connected.

Children and parents are encouraged to be involved in the next steps for learning through the children's learning journals and parent/carer consultations.

Child-initiated learning is an important part of our daily routine at Hartington School and whenever possible adult-directed activities are play based, active and related to the children's interests. We aim to help children with their learning through observing, getting involved in their play, supporting their thinking and asking open questions.

Educational visits within the local community and further afield are also planned to support children's learning within the classroom.

At Hartington School we recognise that children learn and develop in different ways and at different rates and this is reflected in our provision.

The characteristics of effective learning support the child to become a motivated and effective learner. Children will **play and explore** and 'have a go 'at using all available resources; developing their experiences. Children will develop resilience and enjoy achievements through **active learning** and will make links, explore their ideas and strategies for problem solving through **creating and thinking critically**.

Practitioners support the children in developing all these characteristics through playing alongside children and, where necessary, scaffolding and supporting their thoughts and understanding to extend their knowledge.

Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our settings so that they feel included, safe and valued.

It is important to us that all children at Hartington 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 to develop these important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards, both within school and in the wider environment.

We encourage the importance of a healthy lifestyle which includes taking exercise and eating healthy food.

INCLUSION

We believe here at Hartington C of E Primary School, 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 we are planning for their learning.

The school sets realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. We help them do this by differentiated planning which will meet the needs of both boys and girls; of children with special educational needs; of children who are more able; of children with disabilities; of children from all social and cultural backgrounds, of children from different ethnic groups and of those from diverse linguistic backgrounds.

Early Years Practitioners work hard to help meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs and are multi-sensory;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- having resources available that reflect diversity, and that avoid 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 providing support (such as visual, speech and language or hearing therapy), as necessary.

ASSESSMENT AND RECORD KEEPING

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Hartington CofE Primary School. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data which follows a rigorous baseline assessment in the child's first 2 to 4 weeks in school.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. It also includes consultations with parents which are recorded in the child's learning profile. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, post-it notes, via observation pro-formas, photographs). All practitioners are involved in observing children.

Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles.

Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journeys (How a child undertakes a task/activity and works through this to a conclusion. This is recorded in the Child's learning profile).

Learning Journeys record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations. There is continuous monitoring and assessment of each child's development using the new Early Years Foundation Stage Profile (2017). This is recorded on a daily basis and updated to the Cornerstones assessment and monitoring system at the end of each term to track individual progress. At the end of the year it provides a summary of every child's

development and learning achievements and is used as part of the transition assessment into key stage 1.

Each child will be assessed to whether they are **emerging** (not yet reached the Early Learning Goal), **expected** (reached the Early Learning Goal) or **exceeding** (exceeded the Early Learning Goal).

PARENTS / CARERS AS PARTNERS

We value the involvement of parents/carers in school and recognise the importance of establishing a positive relationship as highlighted by the EYFS Framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. We value the role of parents/carers as children's primary educators.

Parental/carers involvement with school begins even before children start in Reception with an invitation to visit the school and meet their child's teacher. This also involves an Early Years practitioner visiting the child in their nursery setting. Parent's consultation meetings are held in the autumn and summer terms with an option for the spring term at which parents/carers are invited to discuss their child's progress. A report is sent out at the end of the summer term and parents/carers are invited into school to discuss this report if they wish. It is important to stress that if parents/carers are concerned in any way about their child they are encouraged to telephone or call into the school to make an appointment to discuss these concerns with the class teacher or the Head teacher.

Informal chats between practitioners and parents / carers at the beginning and end of the school day are also provided. Practitioners encourage parents/carers to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes).

This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests. Parents/carers are kept informed of what is happening in the setting through regular newsletters letters, reading records and informal chatting at the beginning and end of the day. This also gives suggestions of how parents/carers can support their children's learning at home; consolidating and building on what has been covered in the setting. Parents / carers are always invited to attend all events their child is participating in throughout the year.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school

website (Children who are 'looked after' will not have their photograph put on the website or any public flyers etc).

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both gifted, talented and able children plus those with Special Educational Needs or in receipt of Pupil Premium/ Pupil Premium Plus are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available on request and the statutory report for the dispersal of the pupil premium fund is available on the schools website.

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child from Reception age onwards. Should a child have any special need the parent will be informed as early as possible. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) and Gifted and Talented policy available at school.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff and students are familiar with and all teaching and non-teaching staff have an up to date first aid certificate which is monitored by the school Business Officer. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are in place and reviewed on a yearly cycle for all onsite events, equipment and procedures. The school has a designated Evolve officer who attends three yearly training to ensure all procedures are up to date and meet the counties guidelines before we embark on school outings. A full Health and Safety Policy is available in School.

ALLERGIES

On entry to the school Parents/carers complete forms which identify any allergies their child may have. This information is kept in the child's personal record and on the

child's medical section of the counties Data System (RMIntegris). Any foods their children are allergic to, or dietary requirements are reported to the catering department. A record of these allergies and requirement is kept in the kitchen area and all adults involved are informed.

MEDICAL NEEDS

We keep a record of any medical needs, allergies, children who need inhalers, piriton, epi-pens etc. in the office and ensure all adults are aware of the individual needs. All teaching and non-teaching practitioners have first aid training which includes paediatric first aid.

MONITORING and REVIEW

It is the responsibility of the EYFS practitioners to follow this policy. The Senior Leadership Team and Head Teacher will carry out monitoring on the EYFS as part of the whole school monitoring system. The County as part of their own monitoring system assesses the schools practice every 4 to 5 years.

This policy will be reviewed every two years.

Chair of Governors signature: _____ Date: _____

Policy adopted: 1st February 2018

Review Date: February 2020