



Early Years Foundation Stage (EYFS) Policy

Chair of FGB: Simon Richards

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Revision Record

Revision No.	Date issued	Prepared By	Approved By	Comments
1	18.07.18	MG	FGB	New policy put in place
2	13.05.20	MG	FGB	Updated policy
3	13.07.22	LN	FGB	Updated policy to reflect the Revised EYFS framework

Introduction

At Haylands Primary School we are committed to providing a high-quality early years' education which gives children a secure and confident start to their life and nurtures a lifelong love of learning.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Haylands Primary school is also responsible for Haylands preschool (formerly called Puddleducks) and staff may switch between the preschool and school. The preschool has its own designated manager, line managed by the EYFS leader under the guidance of the Headteacher. At our 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. Details of the statutory guidance can be found below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

The Four EYFS Principles

The EYFS is based upon four principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

A Unique Child

At Haylands 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 and Equality

All children and their families are valued at our 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, taking account of gender, ability, ethnicity, culture, religion, language, 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.

Assessments take into account contributions from a range of perspectives including parents 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 and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

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.

Welfare

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 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 Haylands Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework. 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 Haylands Primary School 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, about their children's circumstances, interests, skills, needs and any concerns or aspirations the parents may have.
- ensuring that the parents and carers are provided with information at our 'Welcome to Haylands' meeting, home visits and play and stay sessions prior to the children starting school enabling them to feel confident about the transition process.
- ensuring arrangements for settling into school in September are flexible for specific children who have been identified as needing a part time transition.
- inviting all parents to a meeting called 'Welcome to the EYFS' at the beginning of the first term of the child's Reception year in order to detail how the Reception Year works, how we teach and assess different aspects of the EYFS curriculum and how the parents can help their children at home.
- ensure parents are kept informed about the curriculum and school life through posters in the classroom window, letters and the school web site.
- inviting Reception parents to attend a half termly information session where topics such as phonics, maths and writing are covered
- encouraging an open-door policy for parents to talk to the child's teacher before or after school or by phone if there are any concerns or things that need to be celebrated.
- offering parents at least 3 opportunities a year to talk about their child's progress and next steps to learning.
- parents receive a report on their child's attainment and progress using the EYFS Profile at the end of the Reception year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, school visits, family learning plays, library time, reading mornings and literacy and numeracy workshops.

Enabling Environments

At Haylands we aim to create an attractive and stimulating learning environment where children feel confident, 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 which children can access independently. Being

outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant.

Effective learning builds and extends upon prior learning and following children's interest. The planning is informed by observations of the children to ensure we follow their current interests, experiences and make sure they are being challenged or supported. 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.

Learning and Development

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 and
- Expressive arts and design

We use Development Matters to support us in planning developmentally appropriate learning activities.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. 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.

Religious Education is also taught in the reception classes in accordance with the Isle of Wight guidelines.

Assessment

Development matters helps us to track the journey of our learner and identify if children are falling behind in their developmental milestones. It guides the provision we can make to support pupils to progress.

At the beginning of the Reception year, children are assessed on the Reception Baseline Assessment.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868099/2020_Assessment_Framework_Reception_Baseline_Assessment.pdf

At the end of the Reception year the Foundation stage profile is completed.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024319/Early_years_foundation_stage_profile_handbook_2022.pdf

Health and Safety

At Haylands there are clear procedures for assessing risk 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 area (see EYFS risk assessment) and a whole school safeguarding children policy, which contains detailed information and procedures to ensure the safety of the children is in place.

At Haylands Primary we undertake:

- A whole school medicines policy ensuring 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. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At Haylands Primary a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers as soon as practically possible. (In line with Statutory framework for EYFS 2017)
- 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 that can provide healthy snacks and drinks, this is often in the form of a snack café to encourage independence and social skills for the children
- A first aid box is accessible at all times and a record of accidents and injuries is kept. At least one member of staff is trained in paediatric first aid.
- Children's behaviour is managed effectively through the use of a whole school system, which is adapted to the stage and development of individual needs.
- 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
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. I pads that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). 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. There is an optional red t shirt available for staff while working in the setting.

Transition

From Pre-school /Feeder settings

At Haylands we have our own onsite Pre-School and the teachers visit the children throughout the year to meet the children. Also, joint activities are organised termly for the Pre-school children and the Reception children to participate in planned activities together. Our Pre-School children use the school hall in the summer term for eating their lunch. In addition, they have visits with their key persons into school where they get an opportunity to engage with the current reception children.

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 allocation of classes and there is an opportunity to visit the reception classes again and ask questions.
- During the summer term or early in the Autumn term the teachers attend their children's homes and it is a good opportunity for the teacher to ask the children and parents questions and vice versa. The children's interests are used during the Autumn term to support transition and to inform planning. This is also an opportunity for teachers to explain to parents about Pupil Premium funding.
- At least 3 Play and Stay sessions are run after school in the Reception Classrooms where the children and parents can stay, meet the staff and other children and their families.
- The children have the opportunity to visit their classroom for a half a day in the summer term. Vulnerable children are offered additional visits.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Early Help Assessment Framework (EHA) process.
- The Reception teachers make a visit to feeder settings. If appropriate the inclusion leader will also visit.
- Children at Haylands' 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.
- We invite the local Pre-schools to visit with their children that will be starting the following September if they can.
- At the end of the summer term the feeder Pre-schools transfer their records to school which help inform the class teachers of the children's phase of development, their interests and other information that may be helpful.
- Children start school full time in the second week of term in September unless a phased start has been agreed with the Headteacher, Inclusion leader and Early Years Leader.

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.

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 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. The EYFS Profile data is, our whole school data system so the Year 1 teachers have a benchmark to work from.

Over the Summer term the Year 1 teachers will teach their new classes during a moving up day, so they have a clear picture of the children's stages of development and help the Reception teachers moderate their data.

There is a similar EYFS structure to the school day during the first half of the Autumn term in Year 1 where there is an overlap in approach and routines. The Year 1 children who have not achieved the Early Learning Goals will continue to access some play-based learning and this will gradually become more formalised by the end of the first term.

This policy will be reviewed regularly for its effectiveness by asking the following questions

- Does this policy have clear objectives and do these objectives meet the needs of the pupils?
- How are staff, pupils and parents made aware of the policy and its procedures?
- What is the evidence of its implementation? How is this policy being monitored within the school and who is responsible?
- What works well and what needs improvement – where is the evidence and how do we know?
- What are the outcomes and how does this make things better for our pupils?