

HIGH ERCALL PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

INTRODUCTION AND DEFINITION

This policy has been written with reference to these documents:

EYFS Statutory Framework (March 2021). All quotes are taken from this document.

Working with the Revised Early Years Foundation Stage: Principles into Practice

EYFS Profile Handbook (2022)

High Ercall Primary School Child Protection and Safeguarding Policy

Keeping Children Safe in Education 2021

Four guiding principles shape our early years practice. These are:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children **develop and learn** in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

A UNIQUE CHILD

At High Ercall Primary School 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 celebrating success, to encourage children to develop a positive attitude to learning.

EQUAL OPPORTUNITIES

We value the diversity of individuals within the school and do not discriminate against children for any reason. All children at High Ercall Primary School are treated fairly, regardless of race, religion or ability. All children and their families are valued within our school.

In our school we believe that all our children matter. We give every child the opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic but challenging expectations that meet the needs of our children. This is achieved 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 variety 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.

It is important to us that all children in school are 'safe'. We aim to educate children within boundaries, rules and limits and to help them understand why they exist. We offer children 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 our Safeguarding Children Policy)

SAFEGUARDING AND WELFARE

"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."

We seek to ensure that we create a high-quality setting which is welcoming, safe, and stimulating, and where children are able to enjoy learning and grow in confidence. At High Ercall Primary School we understand that we are legally required to comply with requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the safety and welfare of our children by being alert to any issues of concern in the child's life at home or elsewhere.
- Train all staff in safeguarding policies and procedures and that all staff have up to date knowledge of safeguarding issues. This includes identifying signs of possible neglect or abuse at the earliest opportunity and to respond in a timely way.
- 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.
- Promote good health, healthy practices and prevent the spread of infection by taking appropriate action when children are ill.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We meet all these requirements by using clearly established risk assessments, careful planning and rigorous safety routines and by complying with the local authority's safeguarding procedures.

PARENTS AS PARTNERS

Parents are children's first and most enduring educators and we value the contribution that parents make. We recognise the role that parents have played and continue to play in educating their children.

The partnership is achieved by:

- Inviting children to spend time with their teacher prior to starting school during our "Induction Sessions".
- Inviting parents to a workshop early in the first term to inform them about how we teach phonics, reading, writing and mathematics and how they can support their child at home.
- The use of Tapestry, an online platform, which allows parents to see photos and videos of their child's progress in school. Parents can also add their own photos and videos to inform school of "wow" moments at home.
- Giving parents regular opportunities to talk to their child's teachers about any questions they may have and regular open mornings for parents to look at what their children have been learning and give feedback.

- Parents receive regular verbal and written reports on their child's attainment and progress throughout the academic year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents. For example, fund raising days, themed activity days, festivals and sports day, to which all family members are invited.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In Class 1, the class teacher acts as the 'Key Person' to all children within the reception year group and is supported by Teaching Assistants.

OBSERVATION, ASSESSMENT AND PLANNING

The planning within the EYFS follows the schools' long and medium-term plans, which are based around termly themes. These plans are used by the EYFS teachers as a guide for weekly planning. Some of the weekly planning is based on the interests, ideas and assessed needs of the children, building on their achievements, strengths and areas for development.

Regular assessments of children's learning are made; this information is used to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the class teacher and other adults as appropriate. These observations are recorded on Tapestry and paper-based learning goes into the child's personal learning journey.

At the beginning of the reception year, once the children have settled into school, the Reception Baseline Assessment is completed. This informs planning for differentiated learning early on and enables progress tracking from a clear starting point.

At High Ercall Primary School, we use observations and our knowledge of the children to monitor their progress across the EYFS. We have regular discussions amongst the staff to identify areas of concern in an individual's progress. We then plan activities for that child or group of children which will address these concerns and monitor the impact of these activities regularly. At the end of their reception year each child's level of development is recorded against 17 Early Learning Goals (ELGs). In the final term of the EYFS, a written summary is given to parents, reporting their child's progress towards the ELGs. This information informs the school development plan.

THE LEARNING ENVIRONMENT

Enabling Environment

At High Ercall Primary School, the environment plays a key role in supporting and extending the children's development. This begins with adult observation and assessment of the children to establish their interests, development stage and learning needs. Challenging but achievable activities and experiences are planned to extend the children's learning.

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be quiet and rest or be active. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The has its own enclosed outdoor area which offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active. We also provide a weekly Forest School session for the children in the EYFS. Activities and resources are provided for the children to access indoors and outdoors that help them to develop in all 7 areas of learning:

The three prime areas, are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

At High Ercall Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

TEACHING AND LEARNING STYLES

High Ercall Primary School's teaching and learning policy 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 (see Teaching and Learning policy).

PLAY

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to manage their behaviour and understand the need for rules. They have opportunities to think creatively alongside other children as well as individually. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations with support from adults.

We plan for a range of play opportunities for our children including:

- Child initiated – where children plan, carry out and evaluate their play, devise their own activities and work independently.
- Adult directed – where an adult describes what a child is expected to do to ensure focused learning in a particular area.
- Child led – where children choose from a group of activities but develop the play themselves, or build on what they have learnt in an adult led session, showing that they can continue this learning independently.

ACTIVE LEARNING

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

CREATIVITY AND CRITICAL THINKING

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children are given opportunities to be creative through all areas of learning. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking

open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning. Children are supported and encouraged to be independent, manage their belongings and

COMMUNITY LINKS

The EYFS curriculum at High Ercall Primary School contributes to the community by being a link between home and school. The children also visit the local environment and have visits from members of the community to help them understand their place in the world around them. The promotion of British Values takes place through circle time discussions and assemblies and through the respect and acceptance of other people's beliefs and values as part of our behavior code.

MONITORING AND REVIEW

The curriculum committee of governors has a responsibility to monitor the EYFS. They will discuss EYFS practice with the teacher and provide feedback to the whole governing body.

The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

PROFESSIONAL DEVELOPMENT

Staff in the EYFS will hold all relevant required training which will be updated as necessary. As part of annual reviews, specific training requirements will be identified and actioned as appropriate.

POLICY REVIEW

The policy will be reviewed by the subject leader by 2023 – unless advice changes before this.