

Speedwell Infant School October 2017 Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Speedwell Infants we have a Nursery, a Reception class and Reception / Year 1 class. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children 'learn and develop well and keep healthy and safe'. We aim to support children in their learning through 'teaching and experiences that give children the broad range of skills that provide the right foundation for good progress through school and in life'. (Statutory Framework for the EYFS 2017)

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, as well as celebration / sharing assemblies and rewards, to encourage children to develop a positive attitude to learning. Through careful consideration of the 'Characteristics of Effective Learning' we ensure that the children in our setting work towards becoming effective and motivated learners.

Inclusion / Special Educational Needs (SEN)

All children and their families are valued at Speedwell Infant 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 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 school Inclusion leader 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
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Planning challenging activities for children whose ability and understanding is advanced
- 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.

'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 Speedwell Infant 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 2017. 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 that staff to child ratios comply with the statutory requirements. In nursery, we have a ratio of 1:13.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so. This includes volunteers who may work alongside staff to support reading and general duties within the classroom.
- 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. There are a range of whole school policies and procedures which support this.

Positive Relationships

At Speedwell 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/ Carers as Partners

We recognise that parents / carers are children's first and most enduring educators and we value the contribution they make.

We do this through:

- Talking to parents / carers about their child before their child starts in our school.
- Listening to parent's / carers accounts of their child's development and any concerns they may have.
- Making all parents / carers feel welcome, valued and necessary through a range of different opportunities for collaboration between children, parents / carers and staff.
- Using the knowledge and experience of parents / carers and other family adults used to support the learning opportunities provided.
- Using a variety of ways to keep parents / carers fully informed about the curriculum, such as brochures, display, school website, through informal discussion, stay and play, parent's / carers notice board, workshops.
- Parents / carers and staff talking about and recording the child's progress and achievements through meetings and making progress books about the child (Wow books). Parents / carers are encouraged to write comments in their child's Wow books.
- Continuing relevant learning activities, such as reading and sharing books, writing bags.

Induction Procedures for Children

Children are invited to visit Nursery in the term before they start. During these visits they take part in usual classroom activities. The parents / carers of the Nursery children then meet with the Head teacher and Nursery teacher to share information about the school and their children.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. We understand the importance of play and give children the opportunities to direct their own learning through purposefully planned learning environments enhanced by the staff.

Learning and Development

There are seven areas of learning and development of which three are 'prime' areas and four are 'specific areas'.

The prime areas are:

Communication and language

Physical development

Personal, social and emotional development

The specific areas are:

Literacy

Numeracy

Understanding the world

Expressive arts and design

Through careful assessments and observations, information provided by parents and other settings, children's development levels are assessed on entry and throughout their time in our care. 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.

Throughout the year, there will be specific dates set for parents / teacher consultations and written reports are distributed on an annual basis.

Parents are kept fully informed of what their children will be learning via the school website, an overview of the Medium term planning is displayed there every half term. All planning is clearly displayed in every classroom and can be accessed at anytime.

At Speedwell Infant School:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year1. (Statutory Framework for EYFS 2017)

Planning

The EYFS curriculum is planned using a variety of sources of curriculum guidance including:

- The Statutory Framework for the Early Years Foundation stage 2017
- Development Matters in the Early Years Foundation Stage
- Schools own curriculum map
- Schools skills map

The foundation stage staff discuss planning with the Year 1 staff then continuity of progression is ensured.

All planning (short term and medium term) is recorded on common planning sheets that are used by Foundation stage staff with additions to the Reception plan eg extra P.E. sessions. At the end of the summer term, Reception children who will need further EYFS provision in Year 1 are identified. The Year 1 teacher(s) ensure provision is made for these children when planning the curriculum for September. Children who have not achieved the 'GLD'

may still be covering some aspects from the EYFS curriculum during the Autumn term in Year 1.

The results of the EYFS Profile are also used by Year 1 teachers to plan for groups ready for when the children move into Year 1.

Religious education is also taught in Nursery and Reception in accordance with the Derbyshire agreed syllabus.

British values are deemed an important aspect of the EYFS and are embedded within our planning in both the Nursery and Reception classes.

Assessment

Children are baselined during visits and over the first four weeks in Nursery, alongside information gathered from parents and any previous providers, their developmental stage is recorded. Their final nursery assessments are used as a baseline when entering Reception. Children who have not attended the school nursery are baselined during visits and over the first four weeks in Reception. Information from parents and previous providers also informs their baseline assessment. Throughout the Foundation stage all children are assessed against Development Matters. Their progress is plotted on the Target tracker, which shows age bands in which they are working and whether they are low, within or secure. Steps of progress are also reviewed and target groups of children are identified. 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, if they are exceeding or not yet reaching expected levels ('emerging'). Meetings are held between Reception teacher and year 1 teacher to inform the new teacher about each child's stage of development and learning needs and assists with the planning of activities in year 1. Records, observations, wow books and writing books are all passed on here.

It is expected that Foundation children should make at least 4 steps progress over the year. It is expected Nationally that Nursery children exit working at 40-60 low and Reception children achieve GLD achieving expected levels in 12 out of the 17 ELG's.

Staff use a variety of methods to assess children in EYFS:

- Planned formal observations of children engaged in activities which are recorded on an observation sheet – at least one formal observation per child per term.
- Informal observations which show progress and recorded on 2simple software.
- Examples of children's work in writing, maths, science – once per term in Wow books.
- In Nursery, each child has a key worker who focuses on her children.

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, religion, language, sexual orientation, age, special educational needs, disability and social circumstances. This is done via planning appropriate activities, alongside carefully selected and adapted resources, which allow the

children to progress and thrive. 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.

Transition from reception class to key stage 1

- Children make weekly visits to the Reception class from the Nursery in the term before they transfer into Reception. During these visits they take part in the usual classroom activities and routines.
- In the term before transferring into Reception the nursery children are invited to stay for lunch, at first with a parent and then on their own
- Nursery children who will be entering Reception in September spend 'Transition Day morning in Reception'.
- On 'Transition Day' Reception children move to spend the day in their new Y1 class.
- Children who have attended our Nursery benefit from the 'golden thread' of teaching eg Talk for writing, the emphasis on language
- We try to make each child's transfer in school as smooth as possible
- Teachers discuss and pass on records to the new teacher before children transfer

Leadership and management

The early years leader aims to:

- Actively promote the aims, policies and procedures of the school
- Work with and support the Head teacher leading and managing an effective early years foundation stage at speedwell infant school
- Devise an action plan for EYFS organisation and curriculum. Monitor its effectiveness and evaluate its impact.
- Ensure good to outstanding progress in all areas of the EYFS curriculum
- Respond to assessment and other data; set targets and identify groups of pupils as necessary

A paediatric first aider is in the EYFS at all times.

Review January 2019