

# EYFS Policy

## Devoran School



<b>Approved by:</b>	Headteacher on behalf of Governing Body	<b>Date:</b> September 2020
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<b>Last reviewed on:</b>	September 2017
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<b>Next review due by:</b>	September 2021
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## Introduction

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year, which at Devoran Primary School, is Foundation Stage Class.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes.

During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

## Aims/Objectives

At Devoran Primary School we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

*'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.'*

## Early Years Foundation Stage Reforms

From September 2020 Devoran School will be participating in the EYFS Reforms Early Adopter Year. This version of the EYFS framework is mandatory for early adopter schools, such as ourselves. The framework will remain in place for EYFS reforms early adopter schools for one academic year (2020/21), or until further notice.

## Statutory EYFS Framework

We adhere to the 'EYFS reforms early adopter framework' and the four guiding principles that shape practice within our setting:

- 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. The framework covers the education and care of all children in the early years provision, including children with special educational needs and disabilities (SEND)

As part of our practice at Devoran School we:

- provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning.
- promote equality of opportunity and anti-discriminatory practice.
- provide early intervention for those children who require additional support.
- work in partnership with parents and carers.
- plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests.
- provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported.
- provide a secure and safe learning environment indoors and outdoors.

### **Early Years Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning. All children work towards achieving their Early Learning Goal (ELG) and some children will reach greater depth or mastery in certain areas.

All seven areas of learning and development are important and interconnected. Three areas are particularly crucial for building a foundation to ignite children's curiosity and enthusiasm for learning, forming relationships and thriving, both in the EYFS and beyond.

These are the **prime areas**:

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

Children are also supported through 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

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

1. **Playing and exploring** - children investigate and experience things, and 'have a go.'
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We provide children with a range of rich, meaningful first-hand experiences, in which they can independently explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. Medium term plans are planned through a series of topics, each of which offers experiences across all seven areas of learning. Children are encouraged to share their ideas for learning experiences with us and these ideas are used to inform our short-term weekly planning, alongside observations, which identify areas to focus on.

We remain flexible to allow for unplanned circumstances and children's responses. All planning is continually evaluated to ensure that individual and personalised learning needs are met. Children will engage in whole group and small group guided activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class act as 'co-players' and interact when appropriate to stretch and challenge them further. As practitioners, we reflect on the different ways that children learn and build these into our provision. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

### **Observations and Assessment**

Assessment is predominantly based on the teacher's professional judgement, but also takes account of contributions from a range of perspectives including the child, their parents and other adults. As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and everyone in the foundation stage team is encouraged to contribute. Evidence can be gathered during routine interactions with the children and does not always need to be planned.

Observations of children's achievements are collated in their own personal, online 'Target Tracker' Learning Journey. Parents /carers are given the opportunity throughout the year to view their child's learning journey and any related observations, photographs or videos. They are encouraged to add their own comments and upload their own observations to show us what their children are able to do at home.

These ongoing observations are used to inform the EYFS Profile and each pupils progress towards the ELGs is reviewed continually and updated termly on 'Target Tracker.' Throughout their time in Foundation Stage, parents/carers are welcomed in to share their children's learning; both informally via the children's 'ClassDojo' portfolio' and more formally during parent/teacher consultations during the Autumn and Spring Terms.

In the final term of the year in which the child reaches age five, and no later than June 30 in that term, the EYFS profile will be completed for each child. The profile provides parents/carers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against levels and their readiness for Year 1. The profile will reflect practitioner's own knowledge and professional judgement of a child to make a 'best fit' judgement.

### **SAFETY INCLUDING SAFEGUARDING AND WELFARE REQUIREMENTS**

The safety and welfare of our children is paramount at Devoran School. We recognise that 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 comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;

- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water and milk throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Class iPads are used to photograph children (for Target Tracker observations and assessment purposes) and children must be appropriately dressed in photographs. Devoran School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The EYFS staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Devoran School. Staff have access to the 'CPOMs' safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

### Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and the Early Learning Goals. We ensure that children working at greater depth are challenged appropriately to reach their full potential. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies.

### The role of parents/carers

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding information evenings before the children start school.
- Talking to them about their child's interests and needs during our introductory sessions in school and at our home visits carried out each September.
- Being welcoming and approachable for parents to voice concerns/ask questions.
- Inviting them to a parent consultation in the Autumn and Spring Terms to discuss how their child has settled and share progress and next steps for learning.
- Valuing parents' contributions to learning journeys.
- Encouraging parents to read with their child at home and make comments in their reading record books;
- Providing curriculum planning overviews for each topic, each term, highlighting how they can support their child at home;
- Inviting parents to a 'parent phonics' session to demonstrate how we teach phonics and help them support their child;

Inviting parents to a 'maths' session to demonstrate how we teach maths and support them in developing early maths skills at home.

- Providing parents with an annual end-of-year report.

- Class Dojo updated regularly to give families an insight into what their child has been doing whilst at school.

### **Transitions**

Transitions are carefully planned for. We acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend a number of introductory 'learning together' sessions with their parents/carers and their nurseries in the Foundation Stage classroom, to develop familiarity with the settings and practitioners. Our staff also visit the local nurseries and preschools in return, to familiarise themselves with the children.

Parents/carers are encouraged to take up the offer of a home visit (by the Foundation Stage teacher and TA). This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have.

At the end of the EYFS, our Reception teacher meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data is sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Year 1 classroom OR with the Year 1 teacher in Foundation Stage to ensure that they are familiar and comfortable with their new teacher and are 'next year ready'.

### **Monitoring of the EYFS**

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Headteacher and Foundation Stage team as appropriate and any necessary actions are taken.

All adults in the Reception team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.