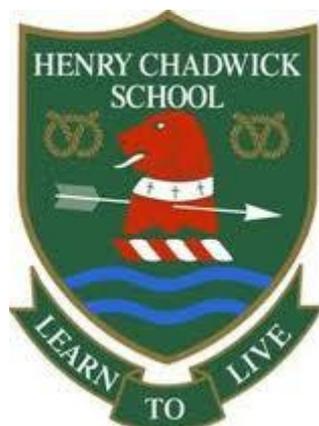


Early Years Foundation Stage (EYFS) policy

Henry Chadwick Primary



Approved by:	LGB	Date: 23.03.2021
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Last reviewed on:	February 2021
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Next review due by:	July 2021
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1. Introduction

- 1.1** The Early Years Foundation Stage applies to children from birth to the end of Reception year. At Henry Chadwick Primary School, 13 children join us in the September after they are three years old in our Nursery year group within our Early Years class. All Nursery aged children attend 15 hours a week, 8.45am – 11.45am Monday to Friday, and claim their universal funded hours. Children who are eligible for 30 funded hours can claim these from 12.15pm – 3.15pm. We also provide wraparound care for children who are not eligible for additional funded hours during the afternoons at an additional cost. Also, 15 children join us in the September after they are four years old in our Reception year group within our Early Years class. The 15 children usually include all of the children from our Nursery class and a small number from other Early Years settings including playgroups, private day nurseries and other nursery classes. Compulsory schooling begins at the start of the term after a child's fifth birthday.
- 1.2** Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage is important, in its own right, and in preparing children for later schooling. The areas of Learning and Development set out what is expected of most children by the end of the Early Years Foundation Stage.
- 1.3** Children joining our school, in both our Nursery and Reception year groups, have a breadth of prior knowledge. Many have been following the Early Years Foundation Stage curriculum from birth in one of many settings in our local community. The Early Years education we offer at Henry Chadwick Primary School is based on the following EYFS principles:
- **A Unique Child** – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
 - **Positive Relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents and /or key person.
 - **Enabling Environments** – the environment plays a key role in supporting and extending children's development and learning.
 - **Learning and Development** – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

2. Aims of the Early Years Foundation Stage

- 2.1** The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:
- Making Relationships
 - Self-confidence and Self-awareness
 - Managing feelings and behaviour
 - Listening and Attention
 - Understanding
 - Speaking
 - Moving and Handling
 - Health and Self-care
 - Numbers
 - Shape, space and measures
 - Reading
 - Writing
 - People and their Communities
 - The World
 - Technology
 - Exploring and Using Media and Materials
 - Being Imaginative

3. Teaching and Learning Style

- 3.1** Our school policy on Teaching and Learning defines the features of effective Teaching and Learning within our school. These features apply to Teaching and Learning in the Early Years Foundation Stage equally as they do to the teaching in Key Stage 1 and Key Stage 2.
- 3.2** The more specific features of good practice that relate to Teaching and Learning in the Early Years Foundation Stage are:
- Meeting the diverse needs of children by delivering personalised learning, development and care.
 - Promoting positive attitudes to diversity and difference.
 - Working with parents to support young children to identify learning needs.
 - Providing children with the opportunities to play indoors and outdoors.
 - Providing well-planned experiences based on children's spontaneous play.

4. Play in the Early Years Foundation Stage

- 4.1** Play underpins the delivery of all the EYFS curriculum. Play is the basis of all development and learning for young children. Children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.

5. Inclusion in the Early Years Foundation Stage

- 5.1** Meeting the individual needs of all children lies at the heart of the EYFS. Practitioners deliver personalised learning, development and care to help children get the best possible start in life.
- 5.2** In the EYFS we set realistic and challenging expectations that meet the needs of all our children. We aim to help our children achieve the Early Learning Goals, by planning activities which meet the needs of boys and girls, children with special educational needs, children who are gifted and talented, children from all social and cultural backgrounds and children with English as an additional language.
- 5.3** We meet the needs of all our children through:
- Planning opportunities that build upon and extend children's knowledge, experience and self-esteem.
 - Using a wide range of teaching strategies based on children's learning styles.
 - 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 who are gifted and talented.
 - Monitoring children's progress and providing any necessary support.
- 5.4** As a school we have achieved Dyslexia Friendly school status. Therefore, staff are trained to provide teaching strategies to support the learning of all children.

6 The Early Years Foundation Stage curriculum

6.1 The Early Years Foundation Stage curriculum has seven areas of Learning and Development which are divided into Prime areas and Specific areas:

The **Prime** areas are:

- Personal, Social and Emotional Development (PSED) which includes, Making Relationships, Self-confidence and Self-awareness and Managing feelings and behaviour
- Communication and Language (CL) which includes Listening and Attention, Speaking and Understanding
- Physical Development (PD) which includes both Moving and Handling and Health and Self-care

The **Specific** areas are:

- Literacy (L) which includes Reading and Writing
- Maths (M) which includes Numbers and Shape, Space and Measure
- Understanding the World (UW) which includes People and their Communities, The World and Technology
- Expressive Arts and Design (EAD) which includes Exploring and Using Media and Materials and Being Imaginative

6.2 Within each area of Learning and Development there are 'Development Matters' for every age range Birth-11mths, 8-20mths, 16-26mths, 22-36mths, 30-50mths and 40-60mths. These identify the developing knowledge, skills, understanding and attitudes that children will need if they are to achieve the Early Learning Goals by the end of the Early Years Foundation Stage.

7 Assessment

7.1 Assessment is continuous throughout a child's time within the Early Years Foundation Stage. We use both formative assessment which includes observations, photographs, things children have drawn/written and information from parents, and summative assessment which is a summary of all the formative assessment done over the time a child is in our setting, these are compiled in each child's individual Learning Journey.

7.2 Assessments are added to a tracking system on entry to both Nursery year and Reception year. This is updated at regular intervals (half termly) throughout their time within our Early Years class. At the end of their Reception year children's outcomes are assessed against the 17 Early Learning Goals. They are awarded Emerging, Expected or Exceeding for each of the 17 ELGs. This data is submitted to both the Local Authority and the DfE. This data may be moderated by the local authority. The information is also passed onto the Year 1 teacher to inform planning for the year ahead.

7.3 Parents receive an annual report at the end of the summer term which provides comments on the child's progress in every area of Learning and Development. The Reception children also have a summary of how they learn using the Characteristics of Effective Learning. This report also contains the children's outcomes, either how they have achieved in each area of Learning and Development in relation to the ELG (Reception year) or which Ages and Stages they are working within (Nursery year).

8 Parents as Partners

8.1 We believe that all parents and carers have an important role to play in the education of their child. We recognise the role parents have as a child's primary educator and main carer for their child. We support and encourage this by:

- Inviting parents to a parent meeting before their child starts school, to a school lunch and to visit the classroom with their child.
- Having a staggered intake to allow parents to bring their child to school in a smaller group.
- Meeting with parents on a one to one basis in the first half term and in the Spring term.
- Encouraging parents to join us for 'Stay and Learn' sessions in the classroom every half term.
- Writing comments in a child's planner daily and encouraging parents to also do this whether the comment is about reading or anything else, providing a written dialogue between home and school.
- Sending half termly newsletters to share with parents what learning is taking place at school and sharing ways in which they can support this at home.
- Providing opportunities for parents to view their child's Learning Journey at 'Stay and Learn' sessions and parents evenings.
- Asking parents to complete 'Proud Clouds' with their child's achievements at home to be included in their Learning Journey.
- Using Tapestry to send children's observations to parents, providing them with the opportunity to add comments to them. Tapestry also invites parents to add their own observations of children at home.

9 Welfare

At Henry Chadwick Primary 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 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 children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

10 Resources

We plan our learning environment, both indoors and outdoors, so that it encourages a positive attitude towards learning. We use equipment and materials that reflect both the local community and the global community. We encourage the children to make their own selection of the activities we offer, as this encourages independent learning.

March 2020