

EYFS Policy



Aims

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Our Pedagogy

At Abbey, we endeavour to provide every child with equal opportunities to access an engaging, purposeful and high quality creative curriculum. Children in EYFS experience a variety of hands on practical learning opportunities to develop their life skills and characteristics of effective learning, alongside the taught skills and knowledge of the curriculum. By doing this, we believe we are giving our children the best possible start to education, enabling them to reach their full potential and promote a lifelong love of learning.

We create a safe, secure, supportive, nurturing environment where all children are recognised, celebrated and valued as individuals, with their own interests and personalities. We value the voice of the child and their parents through regular discussions, consultations, feedback and contributions to the child's learning evidence base.

Staff build good relationships with the children and their families to form a working partnership between home and school. Parents are a child's first educator, therefore we aim to ensure parents are involved in all aspects of their child's learning. We believe that a positive relationship with parents and carers provide our children with a secure and consistent foundation, where practitioners are able to gain a holistic view of the child, their experiences, needs and level of development.

We will:

- Build on what our children already know, understand and can do and provide new and exciting experiences that challenge, develop and stimulate their thinking;
- Provide a language rich environment to build vocabulary and expressive language;
- Ensure children have high quality interactions with knowledgeable staff to support learning and development;
- Provide a rich and stimulating and aesthetically pleasing learning environment that is committed to raising standards;
- Promote self esteem and independence through praise and celebration of achievements;
- Promote self confidence, awareness and an acceptance of others as individuals;
- Develop critical thinkers who are inquisitive, eager to learn and ask questions;
- Ensure that no child is excluded or disadvantaged;
- Offer a structure for learning that has a range of starting points, matches the needs of all children and provides opportunity for learning both indoors and outdoors;
- Deliver a curriculum that supports, fosters and promotes children's:

- personal, social and emotional skills;
- listening and attention skills, persistence and a positive attitude to learning;
- language and communication;
- reading and writing skills;
- mathematical skills;
- understanding of the world;
- physical development;
- creative development.

Characteristics of Effective Learning

Playing and exploring – engagement

Active learning – motivation

Creating and thinking critically – thinking

'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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

(Statutory Framework for the Early Years Foundation Stage, 2021)

Organisation

Nursery

We are a 39 place Nursery for 3 and 4 year olds, offering Morning sessions.

Mornings: 8.30-11.30

Reception

We are a three form entry school with 90 pupils in Reception. Reception children attend full time from 8.40 am until 3.15 pm. Lunchtime is from 12.00 until 1pm.

The children belong to one of three classes. At all times, the teacher will retain overall responsibility for the children and will provide appropriate leadership. It is the teacher's responsibility to ensure that:-

- Specific procedures are known – First Aid, Safety, Safeguarding and Confidentiality
- The purpose and expected outcome of tasks are known.
- Discussions are arranged to review and plan the progress of individual children.

Specific arrangements are made to introduce the children to, what may be, difficult routines that they need to adjust to, for example lunchtimes and assemblies.

Curriculum/ planning/ assessment

We ensure continuity between Nursery and Reception so that children can build on skills already developed and follow routines that flow with their needs and with which they feel safe and confident throughout their Early Years, in preparation for their future years in school

"Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development." (EYFS 2021)

All children learn in many different ways, it is therefore our responsibility to provide children with a range of learning and development strategies. Methods of learning and development include:

- Adult directed – Activities are organised and led by adults so that children can learn specific knowledge or skills.
- Adult guided– Activities that an adult has structured to provide children with particular challenges and skills. The adult may supervise and support but does not necessarily take an active role.
- Child initiated (Play to learn) – These are activities that children choose and organise, the adult will support, encourage and extend learning but not direct. This is so that the child can explore in their own way.

All methods ensure children are provided with first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication. We provide opportunities for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. This ensures that we are supporting children to achieve the Early Learning Goals by the end of the Foundation Stage.

It is important to encourage children to communicate and talk about their learning, and to develop independence and self-management. We support learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

In the foundation stage children are learning when they:

- are on task, focused and busy
- are challenged, stimulated and motivated
- are independent with resources and the environment
- able to talk about their learning
- make progress against a previous learning
- participate and make appropriate responses
- have high expectations of their own behaviour and attainment

They might not exhibit all of these all the time!

The Early Years Foundation Stage is from birth to 5 (the end of a child's time in Reception.)

There are four guiding principles that shape practice in our Early Years setting.

We follow the overarching principles of the statutory framework for EYFS 2021

Four guiding principles should shape practice in early years settings.

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 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. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

There are 7 Educational Programmes set out in the EYFS framework, 3 prime and 4 specific – they recognise that children develop and learn in different ways and at different rates:

- Personal, Social and Emotional Development (*PRIME*)
- Physical Development (*PRIME*)
- Communication & Language (*PRIME*)
- Literacy (*SPECIFIC*)
- Mathematics (*SPECIFIC*)
- Understanding the World (*SPECIFIC*)
- Expressive Arts & Design (*SPECIFIC*)

All areas of learning and development are equally important and inter-connected. None of the areas can be delivered in isolation from the others. They depend on each other to support a rounded approach to child development. All areas are delivered through planned, purposeful play, challenging and enjoyable experiences, with a balance of adult-directed and child-initiated activities.

Staff ensure that they build respectful and caring relationships with all children and families while focusing on learning and achievement. They observe children sensitively and respond appropriately to encourage and extend curiosity and learning. By observing and listening they discover what children like to do, and when they feel confident, scared or frustrated. They are able to tune in to, rather than talk at, children, taking their lead and direction from what the children say or do.

Sensitive observations are made of all children to find out about their needs, what they are interested in and what they can do. Children's responses to different situations are noted on pupil voice sheets. Observations and assessments then feed into planning and assessment of individual needs and attainment.

The use of OWLET (Observe, Wait, Listen, Explore their thinking, Teach) is embedded into staffs practice to ensure there are high quality interactions with all

children. These moments are captured on an interaction sheet and discussed with the necessary members of staff at the end of the day.

Play

The EYFS framework is used to develop and guide our policies and practice to ensure that all children receive an appropriate play based approach to learning that meets their individual needs.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

Play is undoubtedly a means by which we explore a variety of experiences in different situations. With no preconceived ideas the child may enquire, investigate, experiment, practise and elaborate, beginning to form concepts and perceive some order, predictability and pattern in discrete events. Opportunity for play in a stimulating environment should encourage children to use language effectively and enhance the development of imagination.

Role of the adult

Here at Abbey, we believe that the role of practitioner is crucial in the learning and development of all children. Adults need to;

- Know the requirements of the EYFS framework in order to assess and move learning forwards through next steps.
- Understand and talk about 'why this? Why now?'
- Have a good understanding of child development, the processes and the skills
- Build positive relationships
- Be a good role model
- Develop communication and language
- Model, develop and provide opportunities to build vocabulary and extend language
- Encourage independence
- Challenge children
- Use a range of questioning to develop deeper thinking
- Have an awareness of the whole environment to develop positive behaviours and relationships

There are different roles an adult can take on in order to support children's learning and development. These are:

A Facilitator, where the adult will:

- Focus on the process instead of the end goal
- Encourage deeper thinking
- Make comments/offer new ideas
- Provide different opportunities and alternatives
- Support problem solving
- Encourage resilience, reflection and critical thinking
- Provide opportunities and resources to allow children to follow their own interests
- Encourage confidence
- Know the child; what came before and what comes next in their learning.

A Play Partner, where the adult will:

- Observe, wait and listen
- Enter play at a natural time
- Play alongside children
- Build positive relationships
- Take on a role that the child suggests
- Follow the children's instructions
- Avoid closed questioning
- Let children lead and not use their own agenda
- Extend the play and teach
- Know the child; what came before and what comes next in their learning.

An Adult Director, where the adult will:

- Have clear learning objectives
- Have a predetermined agenda and next steps
- Introduce new ideas, skills and vocabulary
- Encouraging deeper thinking
- Structured but flexible
- Know the child; what came before and what comes next in their learning.

SEND

Identification

In the EYFS, we believe that every child should receive appropriate provision to ensure that they make the best possible start to their school life, including children who are deemed to have Special Educational Needs.

In Nursery and Reception, we follow broadly the same procedures for identifying and meeting special needs that are outlined in the DFEE Code of Practice and in our School Special Needs Policy. We identify children experiencing difficulties through a variety of ways but primarily:

- Sensitive observations

- Discussion with other staff
- Consultation with parents.

Refer to school's Special Needs policy for further details.

Responsibility for Writing IEP's

- | | |
|-----------|---|
| Nursery | <ul style="list-style-type: none"> • 'Enhanced Special Needs children: Pre-school Special Needs Teacher in consultation with pre-school Special Needs, SENCo and the Nursery Teacher. • Other Special Needs children (including children on Speech Therapy).
Nursery Teacher in conjunction with the group LSP's. |
| Reception | <ul style="list-style-type: none"> • Children who need Learning Support – Special Needs Nursery Nurse in consultation with ALL Reception Staff. • Children who need a specific behaviour programme. Reception Teacher in consultation with ALL Reception Staff. • Enhanced Special Needs children SENCo and class teacher in collaboration with LSP's. |

The school's Special Needs Co-ordinator is called upon to give advice at School Action+.

Other Agencies

In the interest of the children and/or because of the nature of some of their needs, we have extremely good relationships with many support agencies. We have regular contact with:

- Speech and Language Therapy Service
- School Psychology Service
- Early Years Team
- Occupational Therapy
- Physiotherapy
- Social Services
- Health Visitor
- School Nurse/Health Advisor
- Multi-cultural Support Services

Equal Opportunities

At Abbey, we aim to develop the full potential of each child. Within the EYFS, we work closely with other agencies to identify and develop children with special needs.

In Reception, we have ELKLAN trained LSPs who deliver Speech Therapy Programmes and work with children who have special needs. "Individual Educational Plans/Passports" are devised and reviewed for any children known or identified as having significant special needs.

The policy reinforces the school's belief in equal access and entitlement for all children regardless of race, gender, religion or ability as set out in the school's *Equal Opportunities Policy*.

Safeguarding

Safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare. This section of the policy must be read in conjunction with the school's Child Protection policy. Staff have attended relevant training.

Premises and security

The external gates to the building have security locks and are only accessible by members of staff. Visitors are signed in at the school's main entrance.

There is secure arrival and departure systems in place to ensure all children are kept safe. Staff attend to all doors to make sure that children only leave with an appropriate adult. If another adult is to collect the child then parents are expected to inform us first. If an unknown adult arrives to collect a child – then the parents are contacted by telephone first to ensure that this is ok.

Outings

Outings are well planned in advance. Whilst the renewed framework states risk assessments are no longer required in writing, staff must assess the nature of the risk when taking children on outings. At Abbey we believe a written risk assessment should form part of any educational visit and therefore staff complete detailed risk assessments prior to each visit. Parental permission is obtained for all children before taking them on visits.

Medicines, illnesses and injuries

Please refer to the main school policy.

Acceptable Use of Mobile Phones, Cameras and other electrical devices with imaging and sharing capabilities.

This policy applies to all areas of the School but has particular application to the Early Years Foundation Settings.

Mobile Phones and other personal devices: All staff must ensure that their Mobile phones, cameras and other personal electronic devices with imaging and sharing

capabilities will be stored in a secure locker during working hours, and must not be accessed whilst children are present. Only school iPads will be used to take photographs of children, with parental consent.

If any staff member has an emergency which requires them to keep their mobile close at hand, they should consult with the Head Teacher or DSL and get permission for this. In this situation, any phone calls taken or made should be done so in a designated staff area of the setting where possible i.e. staff room or office. There are many occasions at which staff are required to carry a mobile phone – away matches, games on outlying pitches and off-site trips. On these, a School nominated mobile phone should be used. If these are not available for any reason, then the staff personal phone number should be logged with the DSL/EYDSL or Head Teacher. Staff should not give out personal mobile numbers to pupils or parents/carers and be aware of the advice on minimising risk through electronic communication with pupils above.

Cameras:

Children should only be photographed or filmed on video for the purpose of recording their development or participation in events organised by the school. Parents indicate their consent to the above if they do not opt-out of this as designated in the School's Terms & Conditions of entry. Parents have the right of access to records holding visual images of their child. Only a School camera or iPad should be used to take any photo within the setting or on outings. Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress. All staff are responsible for the location of their classroom assigned camera/iPad. Images taken and stored on the camera must be downloaded as soon as practicable. Images should be downloaded to an approved network folder designated by the IT Manager. Images may only be uploaded to the school website by authorised staff and should never be uploaded to the internet for any other reason, including onto social networking sites e.g. Facebook. Under no circumstances must cameras of any kind be taken into bathrooms without prior consultation with the DSL or Head. In this event, staff should be supervised whilst carrying out this activity. At all times the camera must be placed in a prominent place where it can be seen. It is the responsibility of all members of staff to be vigilant and report any concerns to the DSL, or Head Teacher. Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policies.

Transition

Nursery

Children and parents are invited into Nursery for a stay and play session, where both child and parent can get to know the staff, the environment and ask questions. Staff will gather basic information about the child, their interests, specific needs and any

other information that parents wish to share. After a stay and play session, the child will attend a shortened session without parents. The following session, they will start at the regular times.

Reception

In the Summer term children and parents are invited into school for a settling in session, where the child and parents can meet the teacher, visit the classroom and ask any questions. During this session the parents are given a brief presentation in the hall to provide information about school meals, uniform and wrap around care. The children remain in their new classroom with the members of staff.

In the Summer term, staff will make phone calls to nurseries, settings or parents to gather further information on the children who did not attend our Nursery.

In September, the children are given a start date and time, this is staggered to allow staff the opportunity to settle the children in before others arrive. This is done over two consecutive days.

Nursery to Reception

Staff from Reception will come over to meet the children in Nursery and will introduce themselves and read a story to children. They will also upload a video of themselves and of the classrooms for any children and parents who were unable to attend the settling in session.

Reception to Year 1

During the Summer term, staff will begin to prepare the children for the change from EYFS to KS1. We will have more whole class teaching and tasks, longer phonics sessions, guided reading sessions and will begin to write using the cursive font.

Children will be given the opportunity to meet their Y1 teacher and visit the classroom on our transition day.

Parents as partners

We acknowledge and value the fact that parents are a child's first educator and they have a unique understanding of their child. We are committed to building positive relationships with parents to ensure an effective home-school partnership, which we believe is essential for each child to develop fully. At Abbey, we aim to create a welcoming atmosphere for all parents through regular informal discussions, parental workshops, 'Let's do it days', achievement days and other engagement strategies.

We actively aim to involve parents in their child's learning and we appreciate how significantly they can influence their child's performance.

We value the information parents can give us about their child, and try to ensure that we speak to all parents regularly to maintain the exchange of information and develop a positive relationship. Parents are encouraged to contribute to their child's learning journey by providing photos, observations, notes of discussion, child voice and parental voice via written contributions, emails and other media during the school year.

In Reception and Nursery, we aim to keep parents informed of events through curriculum information leaflets, our class pages on the school website, emails, calls and texts are also used as a way of communicating with parents. In the Autumn term parents are invited to phonics, reading and maths workshops to gain further information about how their child will be taught in school, we also provide several booklets and leaflets to help explain how parents can help at home.

We hold a face to face parent consultation twice a year in Reception and three times in Nursery. This enables parents to meet with the class teacher, discuss any matters, share information on progress and provide next steps and action points for the child. Reception parents also receive a formal School report in the summer term

Behaviour management

In the Foundation Stage, we encourage, reward and expect good behaviour. We praise children whenever possible and provide good models for them to follow. We follow the school's policy of assertive discipline in school.

We have a variety of stickers to reward good behaviour and use positive language as far as possible. If behaviour does give cause for concern, we make it clear to the child that it is the behaviour that is causing disapproval to minimise any feelings of rejection. We try to encourage the child to identify what would have been appropriate behaviour. We try to ensure that sanctions are always the same for the same behaviour.

Parents are involved if we feel that a child is developing a pattern of inappropriate behaviour. Other colleagues are consulted so that a consistent approach can be developed.

Please see the School Behaviour Policy for further details.

Monitoring

Regular monitoring and moderation is carried out by members of the senior leadership team. Planning scrutiny, book scrutiny, data analysis, pupil progress meetings, learning walks and monitoring visits are conducted regularly throughout the EYFS phase.

Change log
Policy written and updated by Sally Harwood September 2021
Safeguarding update following EYFS statutory framework update Jan 2024