

SHERWOOD PRIMARY SCHOOL



EYFS POLICY

Member of staff responsible: N. Hanson

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“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, DfE 2014

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

- 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;
- children’s **learning and development** occurs in different ways and at different rates.

A Unique Child

At Sherwood Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mind-set. They are taught that they can ‘grow their brains’ so that they understand that everyone can learn with practice and effort. The children are taught how to learn and how to become successful learners.

INCLUSION

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Sherwood Primary School are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. Teachers plan tasks which enable all children to access the learning and to achieve as highly as possible. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children’s range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs policy.

In the EYFS we have realistic and challenging expectations and 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 through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. Through citizenship teaching and the nurturing programme we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Positive Relationships

PARENTS AS PARTNERS

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work closely in the Foundation Unit. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers as follows:

- inviting all parents to an induction meeting during the term before their child starts school
- inviting the children to spend time, three half day sessions, in the Foundation Unit before starting at school
- We will invite parents to bring their child into the unit each morning and have the opportunity to speak to the child's key worker or class teachers.
- We will hold a parent's meeting in the Autumn term to introduce the Foundation Stage Curriculum, discuss how learning takes place in the Foundation Stage and how parents and carers can support their child's learning.
- We will hold a 1-1 parents' meeting in the Spring term to discuss individual children's progress.
- We will send out a written report in the Summer term
- We will send home 'Star Moments' cards for the parents and carers to complete and return to add into the children's Learning Journeys.
- We will publish a Topic Newsletter each half term.
- We will send home each week a 'Foundation Weekly Newsletter', detailing activities that the children have been involved in and upcoming learning.
- We operate an 'open door' policy that will allow parents and carers to discuss concerns and developments in an informal manner.

Staff develop good relationships with all children through our Key Worker groupings, interacting positively with them and taking time to listen to them. Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage staff work as part of a team and we work as a unit, children from the unit have opportunities to work together during free flow times, accessing shared continuous provision. EYFS staff plan and work together to ensure continuity and progression, providing age related activities to suit all our children. Children are also taught within their Key Worker groups. They are taught in a variety of ways: in whole class groups, small group work, pairs and individually. As the children's learning develops they are

differentiated into groups for the specific teaching of phonics, number and motor skills. We are dedicated to providing excellent pastoral care and education to those children in our care.

We have good links with the local feeder settings and the EYFS teachers visit the settings, both to meet with staff, to discuss new intake children.

Enabling Environments

The Foundation Stage at Sherwood Primary School comprises of a Unit with 60 places. We recognise that the environment plays a key role in supporting and extending the children's development. In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active and independent learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

The classroom is organised in such a way that children can explore and learn in a safe environment. Equipment and resources are accessible and can be located and used independently by children. The enclosed outdoor spaces are secure and offer children the ability to explore a different environment, presenting them with different challenges and experiences. Activities are planned throughout the learning environment to help the children develop in all areas of learning.

Learning and Development

CHARACTERISTICS OF EFFECTIVE LEARNING

Through regular observations, we will discover children's interests and assess what children know. Also fundamental to our practice is to assess how children learn and it is our duty to report to parents their children's individual dispositions and attitudes to learning. This will be assessed using the Characteristics of Effective Learning which are:

Playing and exploring – engagement

Children investigate and experience things and events around them and 'have a go'.

Active learning – motivation

Children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.

Creating and thinking critically – thinking

Children have and develop their own ideas, make links between different and experiences and develop strategies for doing things.

EYFS AREAS OF LEARNING

At Sherwood 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. The children have time and freedom to become deeply involved in the activities and their learning. The Early Years Foundation Stage Curriculum is organised into 7 key areas:-

PRIME

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

SPECIFIC

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences, children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic, yet challenging expectations that meet the needs of our children. We achieve this 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.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between home, school, children's centres and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoors and outdoors and by working with a wide range of resources.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation Stage, children start learning to tell the time and are given opportunities to learn about money and simple calculations.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

EXPRESSIVE ARTS and DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and to use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, in addition to naming colours, mixing paints and sorting and matching. Through various times during the year, children are given the opportunity to participate in school productions and assemblies.

ASSESSMENT OF CHILDREN

As each child enters the Foundation Stage, we use our professional judgement to assess the Development Matters age band children are working 'within' across the EYFS 17 areas of learning. These judgements, along with information gathered from feeder settings and parents, form our baseline judgements of where each child is entering this Foundation Stage.

As the year progresses, children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year and recorded in their individual Learning Journey. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of IPADs, using the 2Simple program. These ongoing assessments are used to inform data tracking, using the Lancashire Tracking Tool.

At the end of the year we will assess the Foundation Stage children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING.

THE INDUCTION PROCESS

During the Summer Term prior to starting school the following September the following visits and meetings are conducted:

- Parents' meeting led by Foundation Unit Leader in the school hall to introduce the induction process and school procedures.
- Foundation Staff will visit pre-school settings from which September's intake will be taken.
- The children will be invited to attend 3 Taster Sessions in June and July in the Foundation Unit. The children are then placed into one of five Key Worker Groups, which form the basis for their organisation in the setting from the Autumn Term.
- During the first 2 weeks in September, the children will attend for a half-day session.
- During the third week and thereafter, children will attend for the full school day.

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available at school for parents to read if they wish.

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have an Equal Opportunities policy available at school.

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) and Gifted and Talented policy available at school.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.