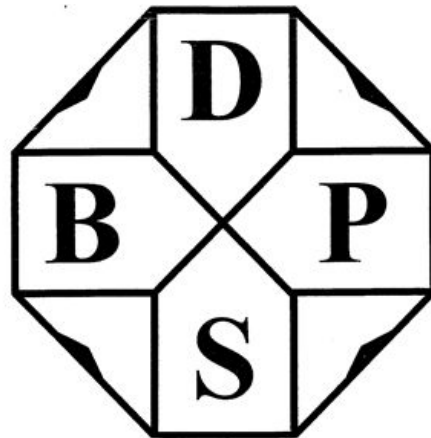


# EYFS Policy

Dunton Bassett Primary School



<b>Approved by:</b>	John Taylor, CoG	<b>Date:</b> May 2020
<b>Signed:</b>	<i>John Taylor</i>	
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## 1. Introduction

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.’

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Dunton Bassett Primary School children are admitted into reception in the September following their fourth birthday. Early childhood is the foundation on which children build the rest of their lives. At our school we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

## 2. Aims and Objectives

We aim to support all children to become independent and collaborative learners. We will provide an engaging broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually and nurture their individuality.

At Dunton Bassett Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond. It will enable choice and decision making, fostering independence and self-confidence.
- Use and value what each individual child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating learning environment;
- It acknowledges the importance of a full working partnership with parents and carers.

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **3. A Unique Child**

At our school we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways and 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 and rewards, to encourage children to develop a positive attitude to learning. We value the diversity of individuals within the school and believe that every child matters. All children at Dunton Bassett are treated fairly regardless of race, gender, religion or abilities and all families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

In the Foundation Stage we set realistic and challenging expectations tailored to the needs of our children, so that children can achieve the Early Learning Goals by the end of EYFS. We do this 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 learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;

- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities and of children from all social and cultural backgrounds.
- Monitoring children's progress and taking action to provide support (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met to enable them to access the curriculum and make good progress.

#### **4. Positive Relationships**

At Dunton Bassett school we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

##### ***Parents as Partners***

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our induction meeting;
- Providing a booklet of information about the transition into Reception;
- Inviting new starters to spend time in Reception Class for three sessions during the summer term;
- Providing an induction meeting for parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have;
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment;
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if the teacher has any concerns about the progress of a child, she will immediately approach parents and carers to discuss them;
- Providing written contact through the reading record and school newsletters;
- Sending home 'WOW Stars' designed to enable parents to record outstanding achievements at home;
- Inviting parents to attend workshops about areas of the curriculum, such as phonics or maths;
- Ensuring parents have regular access to their children's online 'Learning Journey' and valuing the on-going contributions that they make to them;
- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed;
- Sending a written report on their child's attainment and progress at the end of their time in reception;
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.;
- Inviting parents to a range of activities throughout the school year such as assemblies, Christmas Nativity play and sports day;
- Providing 'Reading Drop-in' sessions and 'Stay and Play' for parents to share their children's learning at school;
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers.

#### **5. Enabling Environments**

At Dunton Bassett Primary School we recognise that our environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to both indoors and outdoors with planned continuous provision. Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by the teacher and support staff. We plan a learning environment, both indoors and outdoors, that encourages a

positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

## 6. Learning and Developing

The EYFS Curriculum

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these areas. They require a balance of adult led and child initiated activities in order for children to reach the Early Learning Goals at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

The three Prime Areas are:

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

Children are also supported with their learning in four specific areas, through which the three prime areas are strengthened and applied.

The four Specific Areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children's development levels are assessed and as the year progresses, the balance will shift toward 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 of the prime areas gives cause for concern, the teacher will discuss this with the child's parents/carers and agree how to support the child.

Foundation Stage pupils also participate in daily phonics sessions, in line with the school's Phonics Policy. We follow the Read Write Inc phonics programme where children learn in small groups each day for twenty minutes in the Autumn Term, building to thirty minutes in the Spring and Summer Terms. This learning is then reflected in the continuous provision, allowing opportunity to apply and consolidate their knowledge and skills.

## 7. Characteristics of Effective Learning

We provide a safe, happy and nurturing environment where delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things and 'have a go'. 'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.' (EYFS, DfCSF 2007) Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. 'Children learn best through physical and mental challenges. Active learning involves other people objects, ideas and events that engage and involve children for sustained periods.' (EYFS, DfCSF 2007) Active learning occurs when children are motivated and interested. Children

need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

· **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. "When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions." Children should be given the opportunity to be creative through all areas of learning. Staff will support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

## 8. Planning

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The teacher uses the national schemes of work, where appropriate, to support her planning for individual children. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths and reading directed teaching. Planning also reflects the children's interests to deliver their next steps in learning, also responding to their needs and achievements. Our medium-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals and beyond.

## 9. Observations

The teacher and support staff use observations as the basis for planning. They are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's online Learning Journeys.

## 10. Assessment

During the first term in Foundation Stage, the teacher assesses the ability of each child using a baseline assessment. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. The teacher keeps progress records, online learning journals and records examples of each child's work. These learning journeys contain a wide range of evidence that parents have the opportunity to look at as and when they wish to. Tracking grids are updated at the end of each term. This information feeds into the whole-school assessment and tracking process. We record each child's level of development to be emerging, developing or securely working within the Development Matters age-bands and Early Learning Goals.

At the end of the final term in Reception we send a summary of these assessments to the Local Authority for analysis. We share this information with parents at consultation meetings and in the end-of-year report. Parents receive an annual written report that discusses the child's characteristics of effective learning and offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

## **11. The Learning Environment**

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc. Children have access to both inside and outside areas across the day; this has a positive effect on the children's well-being and development. Being outdoors offers opportunities for accessing the curriculum in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

## **12. Teaching and Learning Styles**

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2. The more general features of good practice in our school that relate to the Foundation Stage are:

- partnership between teachers and parents, carers and other settings that helps our children to feel secure at school and to develop a sense of well-being and achievement;
- the understanding that the teacher has of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the clear aims of our work and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working in the Foundation Stage.

## **13. Transition**

We are resolute in our endeavour to fully support children with their transition into school, to ensure that it is as smooth as possible for each child and that they settle into school quickly and happily. We work with our local pre-schools, to familiarise ourselves with the children and parents prior to them starting school to ensure a seamless transition. The teacher and support staff visit pre-school settings in the Summer Term to get to know the children and to ensure that they are ready to meet each child's individual needs when they start school.

## **14. Starting Reception**

Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer Term to meet their child's new teacher, the support staff and to learn more about the Foundation Stage curriculum.

This is an opportunity for staff to:

- Introduce themselves and get to know parents;
- Go through the school information booklet;

- Explain about uniform, PE kit and school dinners/ free school meals;
- Explain about holidays and absences;
- Discuss the EYFS curriculum.

The children are able to come in to school to meet their new class teacher for three sessions during the Summer Term. Parents are invited to attend the first session with their child. The final session lasts the whole school day, where children will be able to stay for lunch, bringing in their own packed lunch from home. This means that before they join their new class, the Foundation Stage environment is already a familiar place to them and they have already started to feel comfortable with their new teacher and the support staff.

### **15. Welfare Requirements**

At Dunton Bassett Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014:

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- Ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

### **16. Keeping Safe**

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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See our Safeguarding Children Policy).

### **17. Good Health**

All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

### **18. Intimate Care**

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

### **19. Monitoring and Review**

It is the responsibility of those working in the Foundation Stage to follow the principles stated in this policy. The head teacher, Mr Matt Howard, will carry out monitoring on EYFS as part of the whole school monitoring schedule. Members of the Governing Body will also be part of this process. This policy will be reviewed in May 2023 or as necessary.