

LOSTOCK HALL COMMUNITY PRIMARY SCHOOL

EYFS POLICY

“Every child deserves the best possible start in life and support to their full 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. When parents choose to use early years services they want to know the provision will keep their children safe and help them thrive. The Early Years Foundation Stage is the framework that provides that assurance”

(Statutory Framework for the Early Years Foundation Stage)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year (age 5).

This policy reflects the main aim of the school, which is to provide a broad balanced and stimulating curriculum, supported by spiritual, social, moral, physical and creative elements in an ordered, caring and happy environment.

The EYFS is based upon four principles:

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

A Unique Child

At Lostock Hall CPS we recognise that every child is a competent learner who can be resilient, capable, confidence and self-assured. We recognise that children develop in individual ways, 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 assemblies and reward systems to encourage children to develop a positive attitude to learning.

Inclusion – We value the diversity of individuals within the school and do not discriminate against children. We believe that all children matter and give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning. In the EYFS we set realistic and 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 education 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.

We meet the needs of all of our children 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 to learn effectively.
- Providing a safe and supporting learning environment in which the contribution of all children is valued.

- Using resources that reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

It is important that all children 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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children

Welfare

“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”

At Lostock Hall CPS we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2008. 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 behavior effectively in manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management.

We do this through a qualified teaching team of 2 teachers and 2 full time nursery nurses in Reception and a teacher and full time nursery nurse in our Nursery. All staff are aware of policies and procedures with regard to child protection. They have received training and planning and delivering the EYFS curriculum and are trained in carrying out observations and monitoring. In accordance with requirements the EYFA has a separate risk assessment to ensure that premises and resources are safe for use.

Positive Relationships

At Lostock Hall CPS we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are the children's first and most enduring educators and we value the contribution that parents make.

We recognise the role that parents have played and their future role, in educating the children. We do this through:

- Talking to parents at our Parents Meeting for reception children
- Talking to parents before their child starts Pre-School or reception at home visits or parent consultation meetings.
- Children and parents having the opportunity to spend time with the teaching team before starting Pre-School or reception on 'Sampler Day'.
- Encouraging parents to talk to their child's teachers or key worker about any concerns they may have.
- Providing home/school link booklets in nursery and diaries in reception.
- Arranging activities throughout the course of the year that encourage collaboration between child, school and parents e.g. themed activity days, educational visits, Easter Parades, Sports days, road safety weeks.
- Parents Evenings and sending formal reports in the summer term.

All staff involved with the EYFS aim to develop strong relationships with all children, interacting positively with them and taking time to listen.

We have positive links with other local early year's providers. Transition meetings are arranged to discuss children who are entering our Pre-School or reception class. Our Pre-School home/school link diaries also provide a section for other providers to complete to ensure that we have an overall view of the 'whole child'.

Enabling Environments

At Lostock Hall CPS we recognise that the environment plays a key role in supporting and extending the child's development. This begins by observing the children and assessing their development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

The Learning Environment

The EYFS learning environment is organised to allow the children to explore and learn securely and safely. There are areas where the children can be active, can be quiet and can rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS has designated outdoor curriculum areas with equipment that is topic based allowing maximum use.

The curriculum areas are separated by a gate that can be left open to allow the Pre-School and reception children to play together, encouraging the development of social skills and aiding transition. Outdoor play has a positive effect on the children's development offering opportunities for doing things in different ways, allowing the children to be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Learning and development

At Lostock Hall CPS we recognise that children learn and develop in different ways and at different rates. We value learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- The partnership between staff and parents, so that our children feel secure at school and develop a sense of well being and achievement.
- The understanding that staff have of how children develop and learn and how this affects their teaching.
- The range of approaches used that provide first hand experiences give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children work towards the Early learning Goals throughout the EYFS.
- The provision for children to take part in activities that built 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 indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents.

Play

“Children’s play reflects their wide range and varied interests and pre-occupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and 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 learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have 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.

Creativity and Critical Thinking

“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 opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the settings to extend their learning.

Areas of Learning

The EYFS is made up of 6 areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Physical Development
- 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, based on age related ratios ie 30%/70% for nursery and 50%/50% for reception. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of EYFS.

Planning, Assessment, Recording and Reporting

Planning in the EYFS is topic based, with each topic covering all seven areas of learning. Continuous provision reflects topic work with weekly enhancements.

On entry into nursery the teacher carries out observations and play led tasks to create a baseline for the children. In reception the children are assessed using our baseline test. This, along with initial teacher observations and information from previous providers, gives a baseline score for each child. In reception 'target' children are identified. These children are placed on a provision map in line with school policy and targeted for additional support.

Children in EYFS are grouped according to ability, providing the children with maximum learning opportunities. The children in the reception classes are placed into four groups with team teaching providing maximum impact.

All staff carry out observations and assessments which feed into central records in both nursery and reception. Time for focused observations is built into the weekly timetable. Weekly team meetings inform future planning.

Reception use a variety of assessment tools as a means of recording and assessment. Baseline assessment is carried out online and termly assessments feed into the Development Matters tracking. These are used to create reports at the end of the spring and summer term. All reports are amended and personalized. Scores are reported to the LEA at the end of the summer term.

Nursery have an ongoing record of achievements. The information in this record is used to create brief reports that are sent out in the summer term. Each child in nursery takes home a Records of Achievement at the end of summer term showing personal achievements and work produced throughout the year.

Induction

At Lostock Hall CPS we believe that some children need time to settle into new environments. To aid transition into school and Pre-School we operate a staged induction procedure. Children are placed into small groups according to age and attendance at our school Pre-School. In Pre-School the youngest children start first followed by the older children. In reception the children who do not attend our Pre-School start first, youngest to oldest; they are then followed by children who have attended our Pre-School.

Staff Developments

EYFS staffs at Lostock Hall CPS are committed to keeping up to date with changes in legislation and guidance. This is done through research, inset training, courses, peer coaching and attending Early Years Cluster Meetings. EYFS staff have targets for professional development and through this knowledge is shared with the team.