

All Saints Early Years Foundation Policy

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The policy was written by EYFS co-ordinator - Joanne Hughes

Aims

“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 it’s 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 to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

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

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

A Unique Child

We believe that each and every child is unique. Every child is treated as an individual and is taught skills at a level that is appropriate to them. Every child has an individual portfolio (The Child's Story) which forms an evidence base and demonstrates their capabilities. This evidence is made up of formal and informal observations (learning journeys), children's individual work and parental contributions. We value the diversity of individuals all children and their families are treated fairly regardless of race, religion or abilities. We promote equal opportunities through our ethos, curriculum, resources and displays.

We recognise that children have different needs; those with special needs have an individual education plan with appropriate targets. Children who are gifted and talented are placed on the schools register and are catered for by focused teacher directed activities, targeted questioning and through very open ended activities. (Also see separate school policy)

We have clear rules and high behavioural expectations of all the children. We constantly praise and reward children this maybe verbally or visually by stickers, certificates and reception class use the schools dot card system. Children also are taught that they must take responsibility for their actions and if required they are asked to sit on a thinking spot. Children are encouraged to resolve simple disputes by themselves and then tell a teacher if they can not resolve them. Any significant behaviour problems are shared with parents, if necessary suggestions are made then if needed a referral is made to the SEN (Special Educational Needs) coordinator.

We believe that children gain lots from learning outside the school grounds and school trips form a valuable part of our curriculum. We ensure that the relevant risk assessments are carried out beforehand and that they are shared with all staff and parent helpers. A thorough risk assessment of all the

learning areas and resources is carried out and amended as and when necessary. The school has a designated child abuse officer in which staff can discuss any concerns with in confidence (please also refer to the safeguarding policy)

We comply with the welfare requirements as stated in the Statutory Framework for Early Years. Throughout the foundation unit we maintain a ratio of one adult to thirteen children minimum. In reception there is one class teacher and two learning support practitioners and in the nursery there is one teacher and one learning support practitioner.

The Early Years Foundation Stage also supports the 5 outcomes for Every Child Matters in the following ways:

- **Being healthy**

We educate the children about being physically active, eating healthily, keeping clean and getting sufficient sleep. We provide stimulating activities and try to adapt our cooking activities towards a healthy approach e.g. healthy pizza. We believe it is important for children to know where their food comes from; we have grown vegetables, visited a strawberry farm and local allotments. We encourage children to become physically active by ensuring that they use the school hall for gym and dance and movement sessions and participate in 'wake up shake up'. We nurture children's welfare by; giving them access to an outdoor classroom, promoting a healthy snack time and providing them with a quiet area for rest and privacy.

- **Staying safe**

We help children to become aware of keeping themselves safe by promoting road safety issues, medicine awareness, safe-sun practices, water safety and by learning about the firework code. We also equip children to know how to keep themselves safe by discussing stranger danger. We promote knowledge of risk through role play and communicating with the children.

- **Enjoying and achieving**

All children have an entitlement to quality learning and teaching in the Early Years Foundation Stage. We provide a

broad, balanced and challenging early years' curriculum that enables individuals to learn about themselves developing their skills through exploration and wide ranging experience and by encountering different learning styles.

- **Making a positive contribution**

We enable children to experience belonging to a school community and understanding their role within it, including responsibility for the environment. We regularly encourage children to evaluate the importance of rules and the difference between right and wrong.

- **Achieving economic well-being**

We ensure children experience a curriculum that will allow them to grow and develop into individuals prepared for life challenges by using the BLP practises. We provide a curriculum that offers all learners the opportunity to reach their full potential.

Positive Relationships

As a foundation team we have good communication skills which aids our professionalism with each other, the children and parents. We have a welcoming ethos as all foundation staff display a positive attitude towards others in addition we have welcoming displays and images throughout the classroom. All members of the foundation team share a responsibility to be a key worker to their family group of children.

We actively encourage the involvement of parents throughout the foundation stage and they have the opportunity to contribute to their child's learning record through completing home learning activities and through jotting down any 'wow moments' in their home school diary. Our records are clear and accessible and parents are encouraged to access them. We aim to make transition times easier between children and parents at the beginning of the session by encouraging the parents to help their child self register, hang their coat up and then wave

goodbye. Our flexible nursery offer ensures that parents have the option to choose full time nursery education from 8am until 4pm or any sessions in which they require. To enable good communication links between home and school, parents receive information via a parent notice board, letters and through daily communication. We also link learning from home to school by encouraging parents to choose a book to read to their child each morning. We hold formal parents evenings to discuss children's progress in the EYFS. We have stay and play sessions with a themed curriculum area.

We ensure that we have a good induction procedure. Before the children join the foundation unit parents are invited to evening sessions to discuss their child starting school/nursery. Parents are briefed on what happens during a school day and what they can do to help their child at home. We ensure parents become familiar with the EYFS as well as the importance of basic skills, phonics and the ENR (early number and reasoning) programme. Parents are given a welcome pack in addition to plenty of guidance on different areas of learning. We carry out home visits which enable us to build bridges with parents, gain information on their child and encourage parents to take an active role in our nursery/school. To also ensure a good transition from nursery to school we try to visit children's nurseries to see them in a familiar environment and to speak to their key worker.

We have daily contact with children's child minders as they often bring them to and from school. We also endeavour to have contact with the supervisors of children attending outer school clubs through using a home school communication diary. When required we have contact with the relevant health care professionals e.g. hearing and eye tests. In addition we liaise with the relevant professionals e.g. the school nurse, speech and language therapists and physiotherapists when necessary.

Enabling Environments

We recognise children's current interests and have flexible planning which allows us to cater for them. Our environment comprises of an element of risk taking without jeopardising the safety of the children.

Whilst planning we keep in mind the four key principles of the EYFS at all times and although they are not all planned for directly they underpin the ethos of our foundation stage. All members of the foundation team observe and analyse children then use this information to plan their next steps in learning. We communicate this information to each other through daily conversations, a Thursday planning meeting and through simple jottings and observations which are all referenced to the profile and inform children's next steps in learning. We use these observations to extend children's learning through our careful planning or spontaneous interactions. Children feedback on their achievements at the end of each session this enables us to praise children's efforts and also encourage their peers to praise them.

In the reception class at the beginning of the year we use our basic skills assessments as an additional baseline to find out which steps children need to undertake to progress in perception, language, graphics and memory skills. We use these assessments to cater for the specific needs of each child and continue to use basic skill activities throughout the year at level specific to each child. We also baseline the children through observation and using the progress matters materials. 80% of our assessment towards the profile is through careful planned formal observations and spontaneous wow moments during child initiated activities. We then use this information together with the knowledge of the child to plan their next steps in learning.

In the reception class have an assessment folder which is passed onto subsequent teachers throughout the school. On a termly basis each child completes; a Salford reading assessment, a reid reading test, a reid spelling test, an ENR assessment and an independent letter writing assessment. We use this data together with our ongoing assessment to inform our profile data. Children also complete ongoing maths targets and phonic assessments throughout the year.

Learning and Development

The EYFS is made up of the six areas of learning:

- * Personal, Social and Emotional Development
- * Communication, Language and Literacy
- * Problem Solving, Reasoning and Numeracy
- * Knowledge Understanding of the World
- * Physical Development
- * Creative development

We value all areas of learning and recognise that each area is as important as each other. Our curriculum is centred around children's play. Through play children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. We recognise that children's learning is not compartmentalised everything is linked through our thematic approach. Children are given opportunities to play inside and outside and can access all six areas of learning in all weather conditions.

Children are taught skills through direct focused teaching and are given opportunities to transfer these skills during child initiated activities. We ensure there is a balance of child led, adult led and open ended activities for children to participate in. All learning is pitched at an appropriate level through targeted questioning techniques or through planned teacher focused activities. Our timetable is flexible and we ensures at

least one adult is free to observe play and intervene when necessary by being a play partner modelling and extending children's learning. Children's learning is personalised and tailored to their individual interests and needs. Our environment is constantly reviewed and our continuous provision enhanced to sustain children's enthusiasm. All the resources are accessible and displayed attractively to encourage children's independence. Children learn to value and understand the importance of tidying up and sharing and looking after the resources.

Children are encouraged to talk about their learning through daily review sessions. They are given lots of opportunities to revisit concepts to ensure their understanding is concrete and their skills can be developed. We value different cultures and allow children to make connections between experiences at home and that of the wider community.