

TANNERS WOOD JMI SCHOOL



EYFS Policy

Adopted by Governing Body:	Date: December 2020	Review Date December 2021
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EYFS policy

“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. 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.” (Statutory framework for the early years foundation stage – April 2017)

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. At Tanners Wood Primary School, children are able to join Nursery during the academic year in which their fourth birthday falls and Reception at the beginning of the following academic year.

The Early Years Foundation Stage is based upon four principles (Statutory framework for the early years foundation stage - 3 March 2017):

- **A Unique Child**

“Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.”

- **Positive Relationships**

“Children learn to be strong and independent through **positive relationships**.”

- **Enabling Environments**

“Children learn and develop well in **enabling environments**, in which their experiences respond to individual needs and there is a strong partnership between practitioners and parents and/or carers.”

- **Learning and Development**

“**Children learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.”

A Unique Child

Our aim is to work together as a highly effective team. We aim to develop each and every child’s self-confidence to ensure that they become independent learners. As a team, we ensure that we know each and every child as an individual – this enables us to provide learning opportunities which link to interests. We are a child-centred inclusive school where everyone feels safe, is valued and respected. We have consistently high expectations for children and staff. We also encourage children to have high expectations of themselves.

Inclusion:

At Tanners Wood we firmly believe that every child is unique and that each brings an individual collection of experiences when they begin their learning journey with us. We value the diversity of individuals within the school and welcome everyone. We recognise that children develop in different ways and at varying rates. We celebrate children's achievements and use praise and positive encouragement to help them overcome any difficulties, giving them every opportunity to achieve their best. This also develops their resilience.

In the EYFS we have high expectations for all our children. We achieve this by planning to meet the differing needs of boys and girls, children with special needs, those who are particularly able, those from all social and cultural backgrounds and children from different ethnic groups.

We meet the needs of children through:

- Planning learning opportunities that build upon and extend children's knowledge, experience and interests, and develop self esteem, independence 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
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Monitoring children's progress and taking action to provide support as necessary

It is important to us that each child feels happy, safe and secure in our school. We aim to educate children on appropriate boundaries and rules to help them to understand why they exist. Children should be allowed to develop independence through investigation and taking risks, but need to understand the importance of basic safety procedures.

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." (Statutory Framework for the early years foundation stage – April 2017)

By providing children with choices we 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 are legally required to comply with welfare requirements as follows:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Assist children who are not yet toilet trained when necessary with the permission from their parents
- Manage behaviour effectively in a manner appropriate to the child's stage of development and individual needs
- Ensure all adults who look after the children or have unsupervised access to them have the relevant and suitable safeguarding and recruitment checks

- Maintain the premises, furniture, and equipment to ensure that they are safe and suitable for purpose
- Provide enjoyable and challenging learning and development experiences tailored to meet needs
- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

Through meetings at all levels (Foundation Stage, SLT, whole school) and the School Improvement Plan we continually review our practice to ensure that these requirements are met.

Mobile Phones:

- The use of mobile phones are strictly prohibited in the foundation stage by parents/carers/staff and volunteers. Personal mobile phones are stored away and out of sight in cupboards not accessed by children
- They are not used to take photographs of the children as we have school iPads
- Phones are not used to contact parents or children except in the event of an emergency
- Staff are expected to be vigilant and alert to any potential misuse of mobile phones
- Staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations
- The use of mobile phones on trips / visits is included as part of the risk assessment.

Positive Relationships

Tanners Wood is an inclusive school where each child is valued as an individual, irrespective of ability, race or culture. We embrace the needs of every child and value our parents as partners in education. We believe that every child, parent and member of staff as belongings to the school community.

Parents as partners:

We recognise that parents are a child's prime educator and value our partnership with them.

This is developed by:

- Inviting prospective parents to tour the school accompanied by the Headteacher or Deputy Headteacher
- Inviting all parents to an induction meeting in the term preceding admission to Nursery and again, to Reception
- Home visits by two members of staff at the beginning of the term of admission to Nursery
- In our Foundation Stage Unit, a daily 'meet and greet' time where parents bring children in at the start of the session and have opportunities to talk to any member of staff
- 'Sharing Mornings' where parents/carers are encouraged to stay and share their child's learning journey with them
- Parents/carers have the opportunity to complete 'Wow Moments' sheets about their child's achievements and experiences outside of school
- Weekly updates about the learning for the following week – displayed on classroom doors
- Autumn and Spring term parental comment sheets given out after Parent Consultations

- Biannual Parent Consultation meetings for both F1 and F2 parents
- Providing workshops or information evenings throughout the year to which all parents are invited, for example, phonics, writing and maths
- A report on their child's attainment and progress at the end of the EYFS
- Actively welcoming parents to come into school and help during a session, and inviting them to watch class assemblies, sports days, Christmas Productions etc and to accompany class visits / trips
- Having an open door policy where parents are welcome to approach us at any time with concerns
- Parent questionnaires.

Key Person:

The Foundation Stage is staffed by teachers in each class and teaching assistants who provide additional support for interventions. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At the beginning of the academic year each child is allocated a Key Worker.

Enabling Environments

We recognise that the environment (inside and outside) plays a key role in supporting and extending the children's development. We begin by observing the children and assessing their interests, development and needs before planning achievable activities and experiences to extend their learning.

Observation, Assessment and Planning:

Our planning follows long and medium term plans based around half termly themes. These plans are used as a guide for weekly planning but may be altered to follow children's interests and individual needs. They are annotated weekly by all EYFS staff members. Regular assessments of children's learning are used to ensure that future planning reflects identified needs and interests. Children in the Foundation Stage are assessed against the **Early Years Outcomes** (September 2013). Each child has an individual copy of Early Years Outcomes (developed by LA) which sets out what the EYFS team should expect a child to be doing at each stage in their development. Children coming into Nursery and Reception are assessed on entry in the seven areas of learning. This enables our team to gain an initial overview of each child's unique development. Summative assessments are also made in December, April and June. These summative assessments are informed by on-going observations, which can be specific, related to a planned activity, incidental or narrative. Children's progress throughout the Foundation Stage is monitored against age-related expectations. At the end of Reception, children are assessed against the EYFS Profile. A summary of each child's scores is included in their end of report, which is given to parents.

The Learning Environment

In EYFS the space is organised around the seven areas of learning, where children can access and use resources independently and provides creativity and quiet space. We recognise the value of the outdoor learning environment in all weathers. Our outside environment reflects inside and provides spaces for areas of learning. The free flow between the inside and the outside spaces has a positive

effect on the children's development. In Reception, the children are also able to access both classrooms. Provision for the outdoor area complements indoor activities.

The Wider Context - Relationships with other agencies:

Where a child's care is shared with another setting we have a protocol to share information

To support transition to Tanners Wood we:

- Liaise with all previous setting (pre-schools, private day nurseries, school nurseries)
- Liaise with any other agencies involved with the child and/or their family

Learning and Development

Playing and Exploring:

"Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1."

(Statutory Framework for the early years foundation stage – April 2017))

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. It occurs when children are motivated and interested in an activity. As they develop their confidence, children learn to make decisions allowing them to take ownership of their learning.

Creativity and Critical Thinking:

We create an environment where children can be independent and therefore seek a balance of directed and free choice activities. We will provide opportunities for children to access materials and equipment, and are encouraged to experiment within safe boundaries, taking ownership of their learning wherever possible.

We place great emphasis on the development of thinking skills. We plan opportunities to use various thinking tools, open questioning to encourage children to extend, transfer and challenge their thinking as part of everyday practice.

Behaviour:

- Positive behaviour management ensures good discipline through the school
- Good behaviour policy which rewards 'good choices' and gives clear consequences for 'bad choices'

- Praise, clear feedback, rewards and rules, rather than sanctions, help to create a positive environment where children are encouraged to become increasingly responsible for their own conduct.

Areas of Learning:

There are **seven** areas of learning and development that must shape educational provision in early years settings – three prime and four specific.

All areas of learning and development are important and inter-connected. The prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Prime Areas:

1. Communication and Language
 - Listening and attention
 - Understanding
 - Speaking
2. Physical Development
 - Moving and handling
 - Health and self-care
3. Personal, Social and Emotional Development
 - Self-confidence and self-awareness
 - Managing feelings and behaviour
 - Making relationships

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

4. Literacy
 - Reading
 - Writing
5. Mathematics
 - Numbers
 - Shape, space and measures
6. Understanding of the world
 - People and communities
 - The world
 - Technology

7. Expressive arts and design

- Exploring and using media and materials
- Being imaginative

All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals and developmental steps preceding these that define the expectations for most children to have achieved. Observations of children's learning inform planning to ensure their 'next steps' are identified and met.

Monitoring and Review

It is the responsibility of all EYFS staff to follow the principles in this policy. The Governing Body Curriculum Committee, the Headteacher and the Early Years Foundation Stage Leader will carry out monitoring.