



EYFS POLICY

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Policy to be reviewed again on: Spring 2019

Committee responsible for review: Learning and Achievement

Castilion Primary School

EYFS POLICY

Teaching and Learning

Introduction

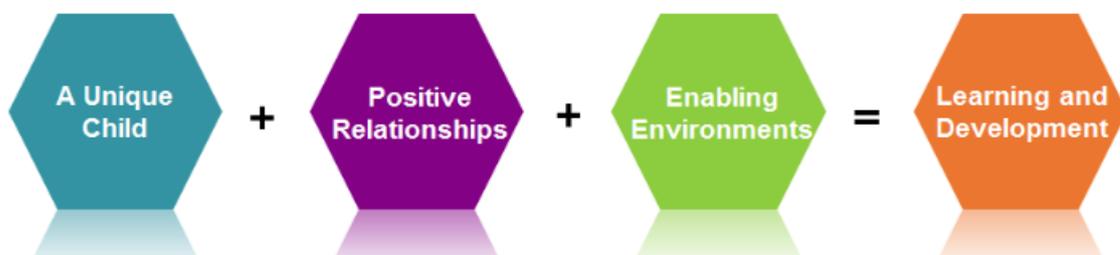
At Castilion we believe that an outstanding education in EYFS will set children up with the skills needed to ensure the best possible outcomes throughout their formal education. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. We believe that every child is an individual and deserves personalised learning within highly stimulating classroom and outdoor learning environments. We follow the requirements of the 'Statutory framework for the early years foundation stage' (September, 2014).

"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 EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

EYFS Principles

At Castilion, the EYFS is based on four principles:



A Unique Child

At Castilion we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. Children develop in individual ways, at varying rates and their attitudes and dispositions to learning are influenced by feedback from others. We use praise, encouragement

and rewards, as well as class and sharing assemblies, to celebrate achievement and to encourage children to develop a positive attitude to learning.

Positive Relationships

At Castilion we recognise that children learn to be strong and independent. They learn to secure relationships and aim to develop caring, respectful and professional relationships with children and their families.

Enabling environments

At Castilion we recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and development

At Castilion, the classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently.

Inclusion and Equality of Opportunity

We value the diversity of individuals within the School and do not discriminate against children because of 'differences'. All children at Castilion, and their families, are treated fairly regardless of race, religion or abilities. We want all our children to live together in harmony, in this school community, as members of a multi-cultural society.

We endeavour to promote equality of opportunities 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 supportive learning environment in which the contribution of all children is valued;
- using resources which 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 to us that all children in our 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.

Inclusion is at the heart of everything we do. This commitment starts from the very beginning of each child's school career. Our aim is to ensure that every child is fully included both academically and socially; that we meet the needs of all children so that every individual child makes accelerated progress and meets their full potential. We are committed to equal opportunities for all children in all our practice. Quality First Teaching by the class teacher is at the core of this aim. All planning is therefore fully differentiated so that all children can fully access the curriculum and make progress at their level. The rich learning environment and range of resources available to support the teaching and learning are also specifically tailored to stimulate and engage all children.

In addition to Quality First Teaching for all children, children might will be involved in a range of target groups during their time in EYFS. Next steps are identified through assessment and these groups target children's next steps in order to move the children's learning on. Teachers work with every group throughout the week and there is a commitment to focused intervention where EYFS staff will go to the child in their chosen area for targeting in specific identified areas, for example an activity focused on a child's next steps in Communication and Language might be taken to them in the construction area.

Please also read this policy in conjunction with the **SEND policy**, **EAL policy** and the **SEND Information Report**.

Behaviour

At Castilion, we recognise that all children enjoy and respond well to praise and encouragement. Rewards and sanctions in the Nursery precede the main School's Behaviour for Learning Policy. Children are rewarded with stickers, stamps and certificates in the Nursery for:-

- Being polite.
- Turn taking and sharing resources.
- Looking after and using resources appropriately & respecting their environment.
- Tidying away.
- Walking in the Nursery classroom and around the School.
- Complying with requests/ following instructions.

To promote a happy and secure learning environment it is necessary for children to understand and follow a few simple rules.

These are:-

- We will walk inside the Nursery classroom.
- We will be kind to one another.

- We will share toys and time.
- We will look after toys and equipment.

We understand that young children are still learning appropriate behaviour and need encouragement and support. Should a child experience difficulties complying with the above then, initially, they will be reminded of the expectations / receive time out and the teacher will liaise with the parents to reinforce appropriate behaviour. We would then hope to work with them to resolve the situation.

Should inappropriate behaviour occur in Reception, the policy procedure is carried out. (See Behaviour for Learning Policy) If inappropriate behaviour persists, in consultation with the parent/s and child, an Individual Behaviour Programme will be put in place.

Welfare

At Castilion Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We understand that we are required to:

- promote the welfare of children.(See Safeguarding and Child Protection Policy).
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.(See Behaviour for Learning Policy).
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment are safe and suitable for purpose.(See risk assessments & School’s Health & Safety Policy)
- 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 of the setting and to meet the needs of the children.

We ensure that all children in the School are ‘safe’. 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.

Positive Relationships

At Castilion we aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents, are children's first and most enduring educators and we value the contribution they make. The role that parents have played, and their future role, in educating their child is recognised and encouraged by:

- inviting all parents to an induction meeting during the term before their child starts Nursery or Reception.
- the Nursery Teacher and Nurse visit all children in their home setting prior to their starting Nursery.
- Reception children have the opportunity to spend time with their teacher before starting school.
- providing Reception parents with a 'My Unique Child' booklet to share information regarding their child's interests and achievements to date.
- providing a 'welcome letter' which gives guidance and support.
- offering parents regular opportunities to talk about their child's progress in our Nursery or Reception class and encouraging parents to talk to the child's teacher if there are any concerns. There is a termly formal meeting for the child and teacher to discuss the child's progress. Free access to child's 'Learning Journey' books aids this discussion.
- providing a report on each child's attainment and progress at the end of each school year.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents e.g. Class and Sharing assemblies, Sports Day, Christmas production etc.
- providing space in the children's 'Reading Record' booklets for comments relating to the children's achievements.
- providing 'parent proformas' which show curriculum content based on the seven areas of learning for each theme/ topic.
- encouraging parents to contribute their skills and expertise to the curriculum.

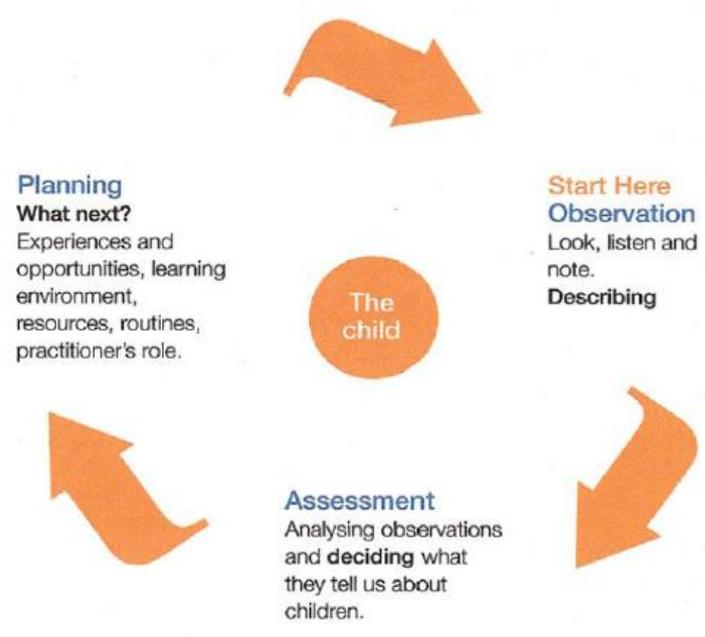
All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In our Nursery & Reception the EYFS teacher(s) acts a 'Key Person' to all children in the class, supported by the Nursery Nurse / Teaching Assistant (Midday Supervisor) to ensure support and care throughout the school day.

Enabling Environments

At Castilion we recognise that the environment, both indoors and outdoors, is a key aspect of effective EYFS provision, and plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning. Challenging but achievable activities and experiences are then planned to extend the children's learning.

Observation, Assessment and Planning

In the EYFS, practitioners focus on the child and work in a continuous cycle of observation, assessment and planning, as outlined in the EYFS curriculum, Development Matters. Practitioners see what children are able to do by themselves, and identify the next steps for their learning based on their observations. They are then able to plan activities that will support children to develop based on their assessments.



Planning within the EYFS

Long Term Plans

Many ELGs are achieved through the environment or routines and are identified in 'Continuous Provision'. Broad themes are identified, which indicate specific aspects within Development Matters, to ensure a balanced and thorough curriculum by the end of the EYFS. The theme and duration are determined by the cohort's needs, interests, books from 'The Power of Reading' and the teachers' knowledge and expertise to plan appropriate learning and progression in response to this.

Medium Term Plans

Planning is organised into the seven areas of learning indicating possible activities. These plans are used by the EYFS teacher as a guide for short term planning. The children are involved in each level of planning, contributing ideas, enquiry and next steps through a topic brainstorm and a weekly planning session. Medium term planning identifies how the topic has come about and what children know already and would like to learn about.

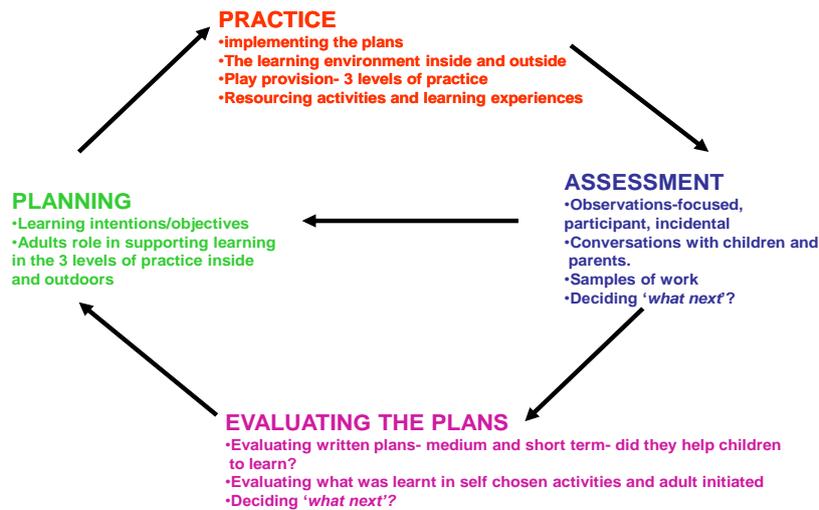
Short Term Plans

Planning is carried out on a daily basis to ensure observations and assessments inform next steps. Activity plans are completed for adult led activities or whole class sessions in addition to an

independent planning sheet which identifies adult supported, child initiated and adult initiated activities. We make regular observational assessments of the children’s learning and we use this information to ensure that future planning reflects identified needs. (NB. Assessment in the EYFS takes the form of observation)

It is our belief that a collegiate approach to planning, observing, collecting evidence and assessment enhances children’s learning in EYFS. However, the overall responsibility is held by the EYFS Teachers.

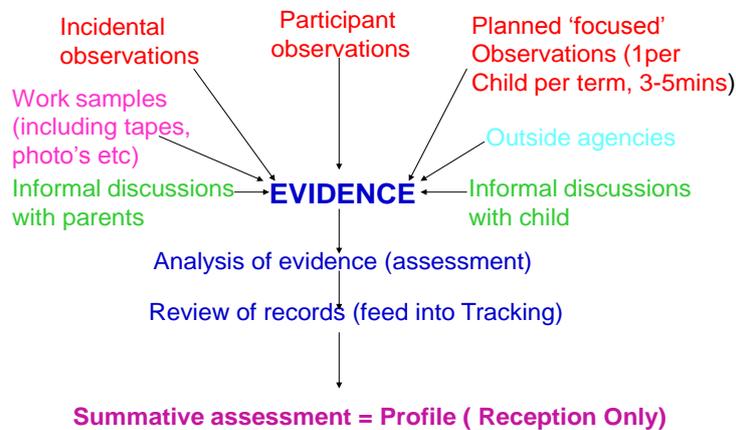
Planning-Practice-Assessment Cycle



Gathering Evidence

It is fundamental to build assessments over a period of time, based on a range of evidence from different contexts to ensure that consistent and secure judgments are made. See Appendix for examples of planning and assessment proformas.

Gathering Evidence



At Castilion Primary School, we use Classroom Monitor to record judgements against the EYFS Profile. Each child's level of development is recorded against 17 assessment scales derived from the ELGs.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and assessment scales. We provide parents the opportunity to discuss these judgements with the EYFS teacher.

E profiles in Nursery and Reception-Tapestry

At Castilion, we use an online profile system called Tapestry. Teachers and support staff use tablets to take photographs and record observations of your children's learning during their time in Nursery and Reception. These profiles are only accessible by school staff and individual parents who are given a logon and password for their child's profile when it is set up at the start of the Nursery or Reception year. These profiles are a wonderful way for school and parents to work together as parents can add their own observation and comments about what their children have been doing at school as well as at home.

Baseline assessment in Reception

A baseline assessment in reception year has been introduced by the government to improve how a primary schools' progress is measured. Castilion use 'Development Matters'. This approach to baseline measuring takes on an observation approach and allows reception practitioners to observe and understand children whilst they interacting with their peers and their learning environment.

End of Year assessment in Reception

The Early Years Foundation Stage (EYFS) Profile is a report of your child's development and achievement at the end of the Reception year. There are three main objectives: to inform parents about their children's development, to ease the transition to Key Stage 1, and to help Year 1 teachers plan for the year ahead to meet the needs of the entire class. Assessment is ongoing throughout the EYFS, but the official EYFS Profile for each child is completed in the final term of Reception. Children will be given a judgement against each of the areas of learning, based on teacher observations and assessments. There are three categories. Expected: your child is working at the level expected for his age; Emerging: your child is working below the expected level; Exceeding: your child is working above the expected level.

Learning in the EYFS

The Learning Environment

The environments are organised to allow children to explore, investigate and learn securely and safely. We endeavour to provide a rich learning environment to develop independence and appropriate challenges. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently.

The classes also have their own enclosed outdoor area, which operates as a 'free flow' system. This has a positive effect on the children's development as being outdoors offers opportunities for doing

things in different ways, and on different scales, than when indoors. It also offers the children opportunities to explore the natural world, use their senses and be physically active and exuberant. All activities and resources for the children to access are planned to help the children to develop in all 7 areas of learning.

Learning and Development

The effective practice in the Nursery and Reception is based on the principles of the EYFS. The curriculum is made up of the seven areas of learning which are interlinked. All areas are delivered through a balance of the 3 levels of learning, providing an active and play based curriculum.

- Child initiated play
- Practitioner initiated
- Practitioner led

Through play children will explore and develop learning experiences, which help them make sense of the world. They :-

- practise and build up ideas, and learn how to control themselves and understand the need for rules. have the opportunity to think creatively alongside other children as well as on their own.
- communicate with others as they investigate and solve problems.
- express fears or re-live anxious experiences in controlled and safe situations.

At Castilion,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 inter-connected.

- Effective teaching and learning styles in our School are shown through:
- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers 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 EYFS;
- 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 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.

Characteristics of Effective Learning

‘The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner’ (EYFS 2012).

The Characteristics of effective learning show how each child learns. The characteristics of effective learning and the prime and specific areas of learning and development are all interconnected. The characteristics of effective learning are:

- Playing and Exploring (Engagement)
- Active learning (Motivation) and
- Creating and thinking Critically (Thinking)

Adults will provide a curriculum for children to have access to a range of experiences to develop engagement, motivation and critical thinking. Through carefully structured questioning children’s ideas and responses will be challenged so all children regardless of their starting point make progress and reach their full potential.

- Playing and Exploring (Engagement)

This characteristic of learning focuses on a children’s engagement – with the resources they use, the environment they are in, and the people around them. It emphasises the importance of children having opportunities to actively construct their own knowledge and understanding of the world through the many different experiences they have.

- Active Learning (Motivation)

“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 they develop their confidence they learn to make decisions. It provides them with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking Critically (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.”

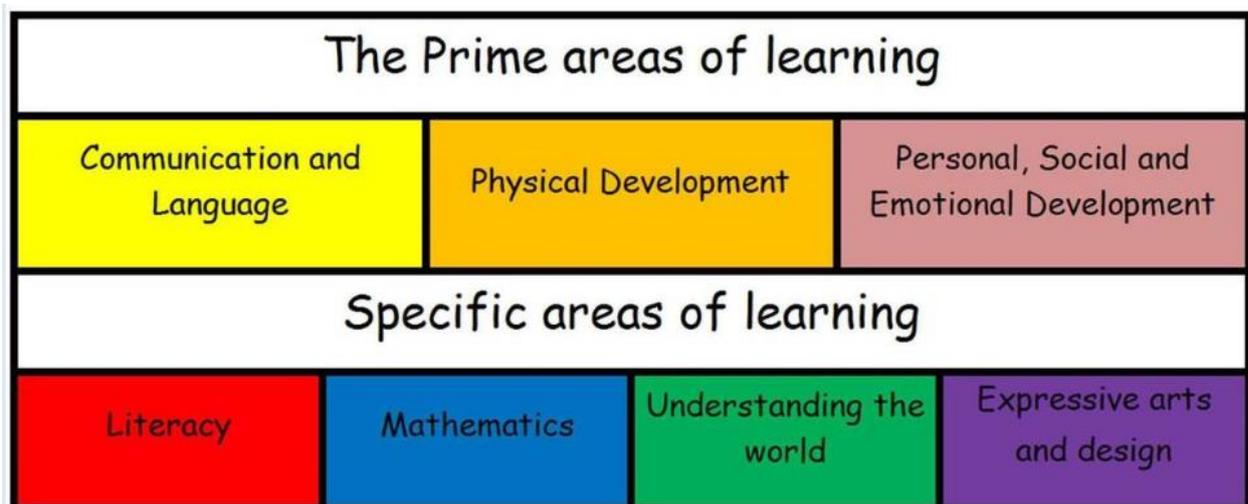
Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources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

Areas of Learning

Learning and development is categorised into three prime areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

The EYFS is made up of seven areas of learning:



There are 3 Prime areas of learning which are 'particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive'. These are:

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

There are 4 Specific areas of learning, through which the three prime areas are strengthened and applied. These are:

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

Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. All areas are delivered through a balance of adult led, adult and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

The Induction Process (transition)

At Castilion Primary School we realise the need for a smooth induction into the Nursery and Reception classes. Transition from home to Nursery and or Reception should be one of planned progression, developing co-operation and establishing a partnership built on trust.

Transition from Home to Nursery.

An admissions meeting for parents will be held in the half term before their child enters Nursery. At this meeting parents will be informed about :

- aims of the EYFS
- the curriculum
- assessment procedures
- home and school Partnership
- home visits

A 'welcome to Castilion' booklet is given to provide information about the Nursery. Home visits are made by the Nursery teacher and Nursery Nurse during the week that the children start .This enables the children to meet with the practitioners and share their play in a familiar setting. It also allows parents to inform of pre-school achievements, progress, any developmental or health concerns they may have about their child and it allows the practitioner to discuss the Nursery routine.

Transition from Nursery to Reception

An admissions meeting is held with parents/carers in the half term before the child joins the reception class, outlining:

- the structure and continuation of the EYFS
- routines and expectations
- the Curriculum
- assessment procedures
- homework
- home and school partnership

Children starting in Reception have the opportunity to visit their new classrooms for a morning and stay for lunch.

Stay and Play: In reception children are invited to attend 'stay and play' sessions where parents and children are invited to spend time in the classrooms. This provides an opportunity for children to meet new friends and become familiar with our learning environments and for new parents to meet in a relaxed environment.

Intimate Care

All children at Castilion have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of school life.

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. It should be considered in line with our Safeguarding Policy and Health and Safety Policies. This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (EYFS) 2012 and the Disability Discrimination Act 2005: We will ensure that:

- no child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in day to day activities.
- no child with a named condition that affects personal development will be discriminated against.
- no child who is delayed in achieving continence will be refused admission.
- no child will be sent home or have to wait for their parents/carer due to incontinence.
- no Adjustments will be made for any child who has delayed incontinence.

Intimate Care Tasks cover any tasks that involve the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Parents/Carers are asked to supply spare nappies, wipes, creams, nappy sacks, spare clothes and spare underwear where required.

When intimate care is given, the member of staff explains fully each task that is carried out and the reason for it. Staffs encourage children to do as much for themselves as they can, lots of praise and encouragement will be given to the child when they achieve. All staff working in early years setting must have a CRB check.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

The Head teacher, Senior Managers and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Safeguarding

Safeguarding is taken very seriously at Castilion. In the EYFS we adhere to the school's safeguarding policy. Safeguarding is the responsibility of all staff and all staff are trained appropriately. The school has a designated safeguarding officer to whom concerns can be raised and managed.

Ratios

Reception - In our Reception classes we always have one class teacher and one class teaching assistant.

Nursery - In our Nursery classrooms we always have one class teacher, one early year's educator.