



Three Bridges Primary School

EYFS Policy

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Headteacher:

Co- Chair of Governors:

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Three Bridges Primary School EYFS Policy

'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



- * **Aims**
- * **EYFS Curriculum**
- * **The Unique Child**
- * **Positive Relationships**
- * **Enabling Environments**
- * **Learning and Development**
- * **Characteristics of Effective Learning**
- * **In the Moment Planning**
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- * **Transition**
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- * **Monitoring and Review**

The Early Years Foundation Stage applies to children from birth to the end of their Reception year. At Three Bridges Primary School, children are admitted to Nursery in the term after their third birthday and into Reception in the September following their fourth birthday. The EYFS unit is housed in the schools SCOLA building and this is known as The Orchard. The Orchard includes a Nursery Class base, three Reception class bases, a large shared area and an extensive garden and outdoor space.

Aims

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

At Three Bridges Primary School, we will:

- * Provide a happy, safe, stimulating and challenging learning environment for 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 and enable choice and decision making, fostering independence and self-confidence.
- * Use and value what each 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 ethos which is sensitive to the requirements of the individual child including those who have additional needs.

EYFS Curriculum

The Early Years Foundation Stage is based on four themes:

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

The Unique Child

At Three Bridges Primary School we recognise 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 Class Dojo to give 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 Three Bridges Primary School are treated fairly regardless of race, gender, religion or abilities. 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, their interests when we are planning for their learning.

Positive Relationships

At Three Bridges Primary 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 open mornings/afternoons and during our induction meeting.
- * Arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school.
- * Providing an information pack to support children with the transition into school.
- * Outlining the school's expectations in the school prospectus and Home-School agreement
- * Inviting parents/carers and children the opportunity to spend time in Reception Class for induction visits before starting school.
- * Providing a curriculum meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- * Organising Stay and Play sessions for parents/carers to spend time in school with their child.
- * Asking parents to complete WoW postcards at home in order to share their child's achievements outside of school. This provides the school with a complete picture of the child's learning journey in their Special Book.
- * Holding Termly Learning Conferences (TLCs) each term to allow the child, parents/carers and teachers to meet together to discuss the child's learning and development and to share their Special Book.
- * Operating an open door policy for parents/carers with any day-to-day concerns.
- * Encouraging parents/carers to sign up to Class Dojo so that they can be informed of any important messages and photos through the school day
- * Written contact through the weekly school Newsletter and Nursery update.
- * Publishing a theme map on the school website which details the areas of learning and the overarching theme of the half term/term.
- * Inviting parents to attend informal workshops so that they can support their children with different areas of the curriculum such as reading, phonics, writing and maths.
- * Sending a brief written report at the end of each term which details their child's attainment and progress and includes information on the Characteristics of Effective Learning.
- * Inviting parents to a range of activities throughout the year such as assemblies, Christmas productions, sports day etc.

- * Offering opportunities for parents/carers to visit the school as a volunteer to support the children with their learning and experiences e.g. hearing children read, sharing a cultural celebration or demonstrating a special skill or expertise.

Enabling Environments

At Three Bridges Primary School we recognise that the 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 an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by 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.

Our displays reflect the ever changing nature of the children's interests and are changed regularly as part of our 'in the moment' planning. There are Working Walls in each classroom which celebrate current learning and act as a prompt for children's self-initiated worktime.

Learning and Development

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 a number of learning areas.

They require a balance of adult led and child initiated activities in order for children to reach the levels required at the end of EYFS. 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.

The three **Prime Areas** are:

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

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

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

Nursery and Reception children will also participate in a daily phonics sessions, following guidance in the Read, Write Inc. program and in line with school policy.

Characteristics of Effective Learning

We ensure that our environment and 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'.

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.

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.

Children are given the opportunity to be creative through all areas of learning. Adults 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 environment freely and purposefully to extend their learning.

In-the-Moment Planning

Our medium term planning identifies the intended learning each term and this is based on statements taken from Development Matters. This is available for parents through the school website.

Each week, teachers plan the continuous provision in the environment based on the children's interests and next steps. They will also plan discreetly for phonics and for the whole class curriculum sessions (covering all areas of learning).

In-the-moment planning happens as adults interact with the children during self-initiated time (worktime). Each week there are three focus children in each class and during the week, adults will skilfully intervene in their play in order to extend and challenge their learning. This allows the teachers to make assessments using the evidence they collect over the week and will inform the child's next steps. These are communicated with parents at the end of the child's focus week.

Wow moments are captured and will be form part of the child's Special Book. Any pieces of work, observations from home and other special achievements will also become part of this record.

Observations and Assessment

Assessment - During the first term in Nursery and Reception, the teacher assesses the ability of each child using 'My Starting School Booklet'. These assessments allow us to identify individual needs and adjust the provision in the environment and the focus of the group and whole class teaching.

Data is collected four times a year and each harvest is followed by a Pupil Progress meeting where the attainment and progress of individual children and groups is discussed with a member of the SLT. Next steps are identified for the coming half term.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the child's Reception Year, 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.

We complete these in June, and send them to parents in early July each year.

Transition

We plan carefully to support children with the transition to Nursery, Reception and Year 1 and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting Nursery and 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 teachers and other key staff and learn more about the Nursery curriculum. The children are given three opportunities to come in to school to meet their new class teacher and other children in their class. They will be invited to attend up to three settle sessions before starting Nursery. Parents are encouraged to leave their child during this session and are given the opportunity to remain in school where they can enjoy refreshments while networking with other parents.

In September, Home Visits are completed and this provides teachers with important information about the child and their family and forms part of their baseline assessment.

Children will have a staggered start to school which gives them the opportunity to make relationships with other children and staff and to become familiar with the environment without feeling overwhelmed.

Starting in Key Stage 1 (Year 1)

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term. They will also have story sessions with their new teachers and begin to become familiar with year 1 routines such as going outside for morning playtime.

Safeguarding

'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 EYFS 2014)

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

- * To 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.

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. There is a full risk assessment for the indoor and outdoor environment and a safety checklist is completed each day.

(See Safeguarding and Children Policy).

Keeping Healthy

All children have access to a health snack each day at our self-service snack bar where they can choose from a wide variety of fruit and vegetables as well as water and milk.

Intimate Care

See Intimate Care policy.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Senior Leadership Team (SLT) and Extended Leadership Team (ELT) will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Governing Body will also be part of this process. This policy will be reviewed in January 2019 or as necessary.

