

King Street Primary and Pre-School



Early Years Foundation Stage (EYFS) Policy



Policy last reviewed: **September 2021**



“Every child deserves the best possible start in life and support to reach 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 to thrive. The Early Years Foundation Stage is the framework that provides that assurance.” - Statutory Framework for the Early Years Foundation Stage”, Department for Education.

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

At King Street Primary and Pre-School, we work as an open-plan EYFS Unit where we welcome children into our Nursery (Pre-School) the term after their third birthday (or the day of their third birthday if they are in receipt of a Durham County Council Golden Ticket) or into our Reception class children join us at the beginning of the school year in which they turn five.

The EYFS is based upon four overarching principles:

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



A Unique Child

At King Street Primary and Pre-School EYFS Unit School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. 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 praise and encouragement, with our focus being on the process rather than the product, as well as celebration/ sharing assemblies and rewards, 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 because of 'differences'. All children at King Street Primary and Pre-School EYFS Unit School are treated fairly, regardless of race, religion or abilities. All children and their families are valued within our school. In our school we believe that all of our children matter. We 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 educational needs, children who are more able, children with disabilities and children from all social and cultural backgrounds.

We meet the needs of all 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 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 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. 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

“3.1 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.” – EYFS Statutory Framework (September 2021)

At King Street Primary and Pre-School EYFS Unit 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 2021. 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 behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- 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 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 of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.



Positive Relationships

At King Street Primary and Pre-School EYFS Unit we recognise that children learn to be independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We want to carry this out by inviting parents to share with us the children's online learning journeys via Tapestry and show examples of their work every term through Stay and Play sessions where parents are invited into our setting to spend time with their child and speak to the practitioners who work together as the EYFS team within the setting.

Parents as Partners

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

- Asking parents to complete an 'All About Me' questionnaire on the Tapestry app and completing a 'Bright Ideas' sheet with their child showing their interests prior to starting school;
- The Key Person writing to each child and their parent prior to them starting school to introduce themselves;
- Inviting all parents to an induction meeting during the Summer term before their child starts school, allowing them to spend some time in the Reception class with their child;
- Spending some time in the children's own setting prior to them starting Reception in September;
- Asking Parents to let us know of any 'WOW' moments for any area that they feel their child has improved in: these are then added to their learning Journals.
- Inviting parents to 'Meet the Teacher Night,' early on in the Autumn Term, to find out about what their children will be doing over the course of their time in Reception;

- Sending parents a termly EYFS Newsletter sharing information and showing the objectives the children will be working towards over each half term;
- Regular weekly memos sent to parents via Tapestry that link to different areas of learning covered throughout the week and ideas for possible opportunities to be developed further at home;
- Providing 'Reading Diary' books to encourage dialogue between parents and teachers about their child's progress in reading;
- Offering an 'open door policy' whereby parents are welcome to talk to the child's teacher if there are any concerns or anything they would like to share;
- Arranging formal meetings for parents (if requested) during the Autumn and Spring terms at which the teacher and the parent discuss the child's progress in private;
- Parents receive a report on their child's attainment and progress at the end of each school year;
- Asking parents to complete observation records of their children learning at home via Tapestry;
- Arranging opportunities throughout the year that encourage collaboration between child, school and parents: Early Bird activities, Reading Cafe, Class assemblies, Stay and Play sessions, Sports Day etc;

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 our school each member of the EYFS team class acts as a key person for a specific group of children. They are responsible for ensuring that journals are kept up to date and they are the first point of contact for the parent. It is the class teacher's responsibility to ensure that each child is planned for appropriately through regular observations and discussions with the team. It is the responsibility of the EYFS Lead to ensure that the EYFS Unit runs well. Along with the Headteacher, they must ensure that the area is appropriately resourced, that staff receive necessary professional development and that children are well cared for and challenged to reach their full potential.

We have good links with our other feeder nurseries. The EYFS team meets with Nursery staff to discuss new intake children.



Enabling Environments

At King Street Primary and Pre-School EYFS Unit School we recognise that the environment 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, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Our Long Term Plan follows the Rhythms of the Year (see appendix 1) which is loosely based round the changing seasons and events that take place. We have also created an EYFS Curriculum Policy (see appendix 2) which outlines what the intentions are for all pupils who attend our EYFS Unit.

Our Medium Term Planning is objectives based, with loose themes and possible experiences outlined linked to our children's prior knowledge and experiences and their next steps. These plans are used by the EYFS team during weekly meetings and daily observations as a guide for weekly planning; however the plans may be altered in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

There is space on the weekly planning to monitor usage of the environment and to detail any enhancements which could be made for the future weeks. Evaluations are also made on the weekly planning with the implications for future planning outlined.

We make regular formative assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS, in part, takes the form of observations which are carried out by every

member of staff who comes into contact with the children. These observations are recorded in children's individual journals. They also contain information provided by parents.

At King Street Primary and Pre-School EYFS Unit School, we record judgements against the 17 areas of learning, stating which age band the children are working in and whether they are emerging, developing or secure in each area. Each child's level of development is recorded against 13 assessment scales derived from the ELGs. Within the final term of the EYFS, we provide a written summary to parents, reporting their child's progress against the ELGs and assessment scales. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

In Reception children are assessed within the first six weeks of their attendance using the RBA – Reception Baseline Assessment.

The Learning Environment

The EYFS Unit 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 two open classrooms are set up in learning areas, where children are able to find and access equipment and resources independently.

Although areas of the classroom change throughout the year due to the needs of the children, we always have a reading nook, construction area, home corner, maths area, message centre (located in the centre of the room so that children can access paper and writing tools which can be taken to any area) and we have access to a space for baking when needed. We have a Learning Lab/Studio area where the majority of our art and design activities take place as they have direct access to a sink area.

Children have free access to our recently developed and extended enclosed outdoor area. This has a positive effect on the children's development: being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use all of their senses and be physically active and exuberant.

We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

We have a variety of pets within the setting to encourage children's curiosity and their understanding of taking care of living things.



Forest School – Into Nature Days
Welly Wednesday (Reception) Fresh Air Friday (Pre-School)

All children from the EYFS Unit have access to Forest School approach of outdoor learning led by a fully qualified member of staff.

Reception class go to the hub garden once a week with their Key Person to undertake a range of activities including focused maths and phonics learning with the EYFS Lead/Reception Teacher who is a Level 3 Forest School leader.

Pre-School access the hub garden once a week with their Key Person and the Pre-School teacher, supported by the EYFS Lead when needed.

Further information can be found in our Forest School Handbook.



Learning and Development

At King Street Primary and Pre-School EYFS Unit School 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.

Teaching and Learning

The features outlined below ensure effective teaching and learning in our school:

- 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;
- the good relationship between our school and the feeder nurseries that our children attend prior to joining our school.



Play

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1 “– EYFS Statutory Framework (September, 2021)

At King Street we value play and recognise the play-based learning opportunities that are present when children are at play. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to develop self-regulation 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. They express fears or re-live anxious experiences in controlled and safe situations.

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 the 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

The EYFS is made up of seven areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Art 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.

Monitoring and Review

It is the responsibility of the EYFS team to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and EYFS Lead will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

This EYFS Policy will be reviewed annually.

EYFS Lead: Louise Whitfield:

Headteacher: Joanne Bromley:

EYFS Governor/s: Sarah Jackson:

Kate Luther:

