



## **IVY CHIMNEYS PRIMARY SCHOOL**

### **EYFS POLICY**

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# **IVY CHIMNEYS PRIMARY SCHOOL**

## **Early Years Foundation Stage 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) applies to children from birth to the end of the reception year. In our school, all children join us in the autumn term of the academic year that they are to be five. Children are admitted on a part-time basis and are offered a full time place by the end of the first half term.

The EYFS is based upon four principles:

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

### **A UNIQUE CHILD**

At Ivy Chimneys Primary 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, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, 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 Ivy Chimneys Primary 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 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, children from all

social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic 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.

For further information see our Equal Opportunities Policy.

### 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.”*

At Ivy Chimneys 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.
- 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.

## Safety

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 by:

- Having at least one person who has a current Paediatric First Aid Certificate present in each EYFS classroom.
- Completing written risk assessments for any occasion that the children are leaving school premises.
- Only allowing children to be dismissed to a Parent or Carer at the end of the day unless staff have been notified of any change.
- If staff become aware of any signs of abuse, they should respond appropriately in order to safeguard the children.
- Prohibiting cameras/iPads from toilet areas and while children are changing.
- Prohibiting personal mobile phones and cameras during contact time with the children.
- Only taking photographs or images of children within our care using the school iPads and these images should remain within the setting.
- Only using mobile phones, when on outings, to make or receive phone calls relating directly to ensuring the safety and wellbeing of the children.

For further information see our Safeguarding Children Policy.

## **POSITIVE RELATIONSHIPS**

At Ivy Chimneys Primary School we recognise that children learn to be strong and independent from secure relationships. 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.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- the teacher and teaching assistant arrange to visit all children in their home setting prior to their starting school;
- the children have the opportunity to spend time with their teacher before starting school full time during their initial induction sessions;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher/key worker and the

- parent discuss the child's progress in private with the teacher. Parents receive a report on their 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: Invited to join class sessions for example our Letters and Sounds phonics programme, class assemblies, Dads to school day, Sports Day and Friends of Ivy Chimneys events.
  - regular feedback through the Children's Learning Journals and Tapestry Online Learning Journal.

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 the EYFS teachers act as the 'Key Person' to all children in their class, supported by the teaching assistants.

We have good links with our Preschool's. Regular visits are undertaken by EYFS team members prior to admission wherever possible. The EYFS teacher meets with staff to discuss the new intake of children. Staff and children from preschool are invited to school events e.g. Christmas productions. Where children continue to attend preschool provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children's achievements.

## **Enabling Environments**

At Ivy Chimneys Primary 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**

Systems are in place to support long, medium and short term planning and ensure coverage of a broad and balanced curriculum. Planning will cover all areas of learning within the new EYFS framework. During the Foundation Stage, all children should, make good progress towards the Early Learning Goals and some, where appropriate, will exceed them.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded, noted and discussed by the staff on Tapestry or in the child's individual Learning journey in order to inform our assessments and future planning.

At Ivy Chimneys Primary School, we use EYFS Target Tracker to record judgements against the EYFS Profile. Each child's level of development is recorded against 7 assessment scales derived from the Early Learning Goals and Developmental Matters.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and comments on general progress including the characteristics of effective learning. We give a reasonable opportunity for the parents to discuss their child's progress with the EYFS teacher.

## The Learning Environment

The EYFS 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. The EYFS classes have their own 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 gives the children further opportunities to explore, use 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.

## **LEARNING AND DEVELOPMENT**

At Ivy Chimneys Primary 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 interconnected.

### Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 or 2. Features that relate to the EYFS are:

- 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 individualised Objective Led Planning, aimed at children's particular needs;
- 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 relationships between our school and the settings that our children experience prior to joining our school.

## Playing and Exploring

*“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”*

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and 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. 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 satisfactions as they take ownership of their learning.

## Creating and Thinking Critically

*“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 opportunities 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.

Prime areas:

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

Specific areas:

- Literacy
- Mathematics
- Understanding the world

- Expressive Arts 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. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

#### Monitoring and review

It is the responsibility of the EYFS teacher 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 Leader will carry out monitoring on the EYFS as part of the whole school monitoring schedule.