

BADGER HILL PRIMARY SCHOOL POLICY FOR EARLY YEARS FOUNDATION STAGE



Together we will grow

This document is a statement of the aims, principles and strategies for the teaching and learning in the Early Years Foundation Stage at Badger Hill Primary School.

It was compiled by the EYFS lead, head teacher and EYFS governor

It was approved by the Governing Body on 12th February 2020

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Overview

'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.'

EYFS April 2017- introduction

Aims

The Early Years Foundation Stage (EYFS) seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS is based upon four overarching principles:

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

Roles and responsibilities

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. There is a named Governor responsible (Sue Clark) 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 quality assure within the EYFS as part of the whole school monitoring schedule.

Inclusion & Equal Opportunities

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Badger Hill 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.

Learning and development

At Badger Hill 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 inter connected.

The area of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are equal in importance and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

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

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

None of these areas can be delivered in isolation from the others. They are all important and inter-connected. 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.

At Badger Hill Primary School we take reasonable steps to provide opportunities for children with English as an additional language (EAL) to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is

found to not have a strong grasp on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay. The EYFS lead will then work in conjunction with the EAL lead within school to offer support where needed.

Observation, Assessment and Planning

Everything we observe, assess and plan reflects on the different ways that children learn and we mirror these in our practice. Three characteristics of effective teaching and learning are:

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.

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 independently and are allowed to move them around the classroom to extend their learning

Observation

Observations are an integral part of the EYFS classroom. They are at the heart of all we do. Observations are recorded by staff in the EYFS setting and often by a child's 'key person'. Observations are recorded on tapestry and are then used to inform planning and next steps for children. Tapestry is accessed by both staff and parents.

Parents are encouraged to interact with the observations and leave comments when appropriate.

Assessment

Assessment plays an important part in helping parents, careers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

Assessment in the EYFS takes the form of observation, and this involves the teachers, teaching assistant and other adults as appropriate. These observations are recorded in children's learning journals and also contain information provided by parents.

At Badger Hill Primary School, we use the Foundation Stage Profile to record judgements against the Early Learning Goals. Each child's level of development is recorded against 17 assessment scales derived from the ELG's.

Children are also assessed against the ages and stages of the EYFS, on entry to school, throughout the year and on transition to year 1. School currently uses a baseline assessment against the ELG's.

Progress against these initial assessments is tracked every half term and recorded within our schools assessment system.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and the EYFS Profile assessment scales. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

The planning within the EYFS follows a flexible long term plan, which provides half termly themes as well as acknowledging key events in the calendar such as Diwali and Christmas. These themes are used by the EYFS teacher as a guide for weekly planning, however the teacher will also respond to the needs, achievements and interests of the children. EYFS also follow our whole school themes and take part in our whole school ignite days. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Enabling Environments

At Badger Hill 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 and of course by providing a stimulating and exciting learning environment in both indoor and outdoor classrooms.

The EYFS classroom is organised to allow children to explore and learn securely and safely. 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. EYFS staff ensure that appropriate risk assessments are carried out. We aim to protect the physical and psychological wellbeing of all children. There are areas where the children can be active, be quiet and rest. The classroom is organised into areas of provision, where children are able to access equipment and resources independently. The EYFS class has its 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 enables the children 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 6 areas of learning.

Safeguarding and 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 Badger Hill Primary School we create a high quality setting which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

At Badger Hill 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 2017.

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 strive to meet all these requirements.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make and their future role, in educating the children. Therefore we begin the relationship between parents and school as early as possible by visiting all of our children in their preschool settings.

We do this through:

- communicating with parents about their child before their child starts in our school.
- considering transition arrangements for all children and working in partnership with parents to create a bespoke transition programme if needed
- the children have the opportunity to spend time with their teacher before starting school during 'Taster' 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 in our foundation stage class.
- inviting parents to information sessions covering a wide range of topics such as phonics, reading, writing and mathematics.
- having a half termly stay and play session for the parents so that they can see the different activities that their child has been involved in.
- 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 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.
- a 'Wow' box that allows parents to record anything special or important that the child has achieved at home. This can also be done through tapestry.
- Parents are provided with essential information before their child starts school.

Positive relationships

At Badger Hill Primary School we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

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 and Teaching Assistant take a 'Key Person' role to individual children. This key person role can change throughout the year so that staff have the opportunity to work with all children closely.

We have an onsite preschool, Little Badgers and we have good links with neighbouring Preschools and nurseries. Visits are undertaken by the EYFS teachers throughout the year so that children become familiar with staff. The EYFS teachers meet with staff to discuss new intake children. Where children continue to attend nursery or preschool provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children's achievements.

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. EYFS follow our whole school behavior policy and our 'good to be green' behavior system. Children are rewarded with 'dojos'.

In recognition of the success of the individual child for their behaviour and academic achievements, we present a 'Star of the Week' Award within our achievements assembly on Fridays.

Special Educational Needs & Disabilities

We pride ourselves on providing a quality education for all children but we also understand that some children have needs that may differ from others. We would always look to offer bespoke transition arrangements for children as well as individual learning programmes for all. We believe that a child's academic, physical and emotional needs are all of equal value.

Transition into Year 1

Transition is a planned process which takes place over a period of time in order to fully support each child as they move into their new year group.

- reception and Y1 teachers have planned transition meetings with the purpose of sharing EYFS Profile data and assessment records and discussing learning and progress;
- Y1 teachers have the opportunity to spend time in the reception class in order to become familiar with the children;
- specific information is shared, for example children who have SEN needs, EAL children, PP children and those that have varying needs linked to their learning in order to support planning and provision in Y1;
- the children have the opportunity to spend time in their new class during the summer term and parents are invited to meet their new teacher.
- parents are invited to an information meeting hosted by Y1 teachers to explain the children's experience in Y1 and any changes to routine and practice; (this meeting would take place in September unless children had specific needs)
- the Y1 environment is planned in order to support the children's transition from their EY classroom but also to respond to information provided by EYFS Profile data;
- Y1 children continue to have access to outdoor learning opportunities and activities planned at an appropriate level.

Annex A

Whole school policies/strategies that support the EYFS statutory requirements.

Section 1 – Learning and development

School curriculum offer

Information on school website

Section 3 – The safeguarding and welfare requirements

Safeguarding Policy

Child protection (3.4-3.8)

Allegations of abuse against staff

Attendance Policy

E-safety policy (staff & volunteer) acceptable use policy agreement

ICT

Internet access

Photographic & video images

Whistleblowing

Suitable People (3.9-3.19)

Code of conduct for staff

Staff qualification, training, support and skills (3.20-3.26)

Wellbeing commitments document

Health (3.44-3.51)

Administration of medicines

First aid procedures

Managing behaviour (3.52-3.53)

Positive behavior policy

Positive relationship policy

CPOMS

Safety and suitability of premises, environment and equipment (3.54-3.66)

Emergency plan

Fire procedures

Evolve

Information and records (3.68-3.78)

Access plan

Equality

ICO – model publication scheme