



Dedicated to Excellence

Ox Close Primary School

Approved by Governing Body on 19th May 2016

EYFS Policy



“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.”

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Ox Close all children join us at the beginning of the school year in which they turn five.

The EYFS is based upon four principles:

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

A Unique Child

At Ox Close 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 Ox Close 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 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

"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 Ox Close 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 2007. 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 Ox Close Primary School 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 learning journeys and show examples of their work every term.

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 a questionnaire with their child showing their interests prior to starting school;
- 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;
- Inviting children into school for a 2nd visit on their own;
- Spending some time in the children's own setting prior to them starting Reception in September;

- Asking Parents to fill in 'WOW' stars for any area that they feel their child has improved in: these are then put into 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 curriculum overview sheet showing the objectives the children will be working towards over each half term;
- Providing 'Home Contact' books to encourage dialogue between parents and teachers;
- 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 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;
- Arranging opportunities throughout the year that encourage collaboration between child, school and parents: Early Bird activities, 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 the teacher of each EYFS class acts as a key person.

We have good links with Ox Close Nursery. The EYFS team meets with Nursery staff to discuss new intake children. Staff and children from Nursery are invited to school events (Creative days, Christmas productions etc). In the Autumn Term Reception children have daily access to the outdoor environment at lunchtimes.

Enabling Environments

At Ox Close 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

The Long Term planning within the EYFS is objectives based and is organised into the 12 areas outlined in the Durham LEA publication 'Spaces for Play'. The Medium Term Planning is also objectives based with loose themes and possible experiences outlined. These plans are used by the EYFS team 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 and recorded on the relevant Medium Term Plan. There is space on the weekly Continuous Provision planning to monitor usage of the environment and to detail any enhancements which could be made. Evaluations are also made on the weekly planning with the implications for future planning outlined. 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, 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 portfolios. They also contain information provided by parents. Formative

assessment is also carried out during every teacher led activity the children participate in and is recorded on activity record sheets.

At Ox Close Primary 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.

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 two classrooms are set up in learning areas, where children are able to find and access equipment and resources independently. Both EYFS classrooms are organized and both have access to enclosed outdoor areas. 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 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. The children also have daily access to the outdoor environment at Ox Close Nursery over the lunch break (12.30 to 1pm).

Learning and Development

At Ox Close 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.

Teaching and Learning Style

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 Nursery that our children attend prior to joining our school;

Play

“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 practise 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 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
- Creative 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 coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

This EYFS Policy will be reviewed annually.