

EYFS Policy

Key Document Details

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Author: A.Lawro

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Aims (our intent)

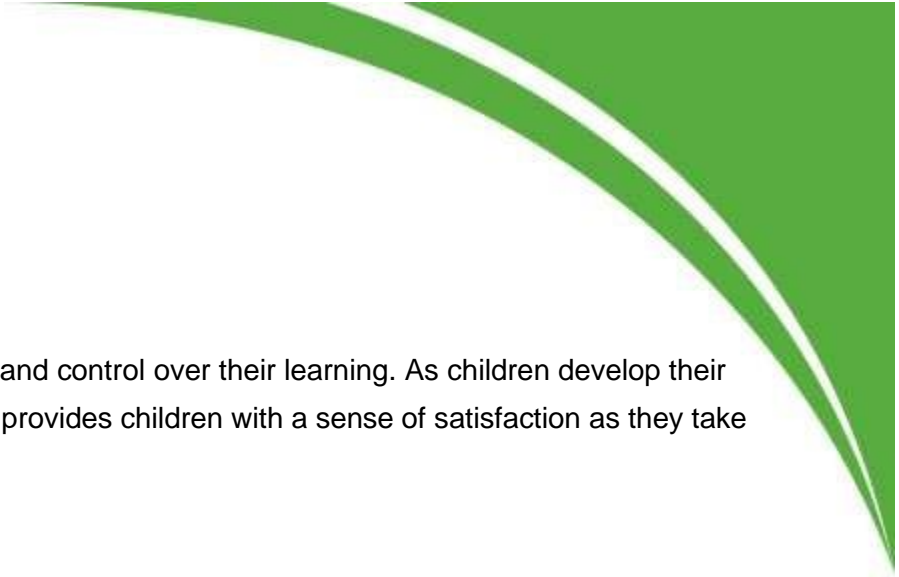
It is our intent to provide every child who enters our Reception Classes with the opportunities to grow physically, verbally, cognitively and emotionally. Each child will develop a life-long love and desire for learning. At Haydon Wick Primary School we provide stimulating and high quality learning environments that support, enhance and enable children to progress. They will feel safe and confident to become independent learners. Children will have endless opportunities to discover and explore their curious minds. We work collaboratively with parents and carers encouraging enthusiastic learners who are motivated and reflective. Enabling them to thrive and reach their potential. Every child has access to a broad, balanced and rich curriculum that reflects our community and our school values, which prepares them for now and for the future in terms of opportunities and experiences. Through an appropriate balance of whole class, small group and independent play activities that will be planned and reflective of their needs. Through a language rich environment children are supported and given opportunities to become skillful communicators who connect with others through language and play.

Play and Active learning

At Haydon Wick we believe play to be the means through which young children learn. It is through play that children have the opportunity to explore, develop and act out experiences, helping them make sense of the world. Play helps children build up ideas and learn how to control themselves and understand the need for rules. Children investigate and solve problems through collaborative and individual play.

Play opportunities are available in our reception classrooms both indoors and outdoors, where the three prime areas and four specific areas of learning are offered. Due to the range of adult led activities and child initiated time we provide, we give plenty of time for play opportunities to arise.

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.

Planning

The planning within the Foundation Stage allows the children to explore the school's key themes from our curriculum overview. The weekly plans take on these themes and are also supported by the observations carried out of the children from the previous week. This enables children's interests, achievements and next steps to be addressed. Our curriculum coverage is based upon the Educational Programmes outlined in the reformed Early Years Foundation Stage framework.

We teach carefully planned themes throughout the year to ensure every child is given a variety of different stimuli. The themes are also supported by the child's interests; this helps to keep the children engaged and allows them to take ownership of their learning. We offer the children a broad and balanced curriculum which follows the new reformed Early Years Foundation Stage Profile. This is delivered using the 'Development Matters' and statutory framework. This enables the FS2 teachers to incorporate the seven areas of learning and development into a stimulating, creative, cross curricular approach, ensuring breadth.

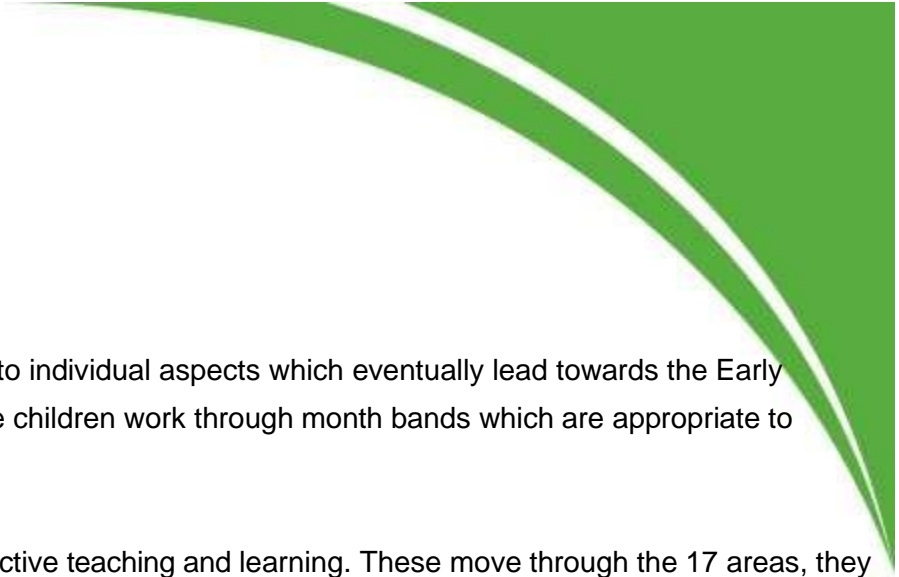
The children are actively engaged in working towards the Early Learning Goals. The goals are made up of the Three Prime Areas and Four Specific Areas of learning, there are 17 in total:

Prime Areas

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

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Within these areas they are broken down into individual aspects which eventually lead towards the Early Learning Goals. To achieve these goals, the children work through month bands which are appropriate to their developmental stage.

Alongside this run the characteristics of effective teaching and learning. These move through the 17 areas, they are:

- Playing and exploring
- Active learning
- Creating and thinking critically

The four themes of the EYFS underpin all the guidance. The document – Development Matters shows how these themes and the principles that inform them, work together for children in the EYFS. They are; a unique child, positive relationships, enabling environment and equal learning and development.

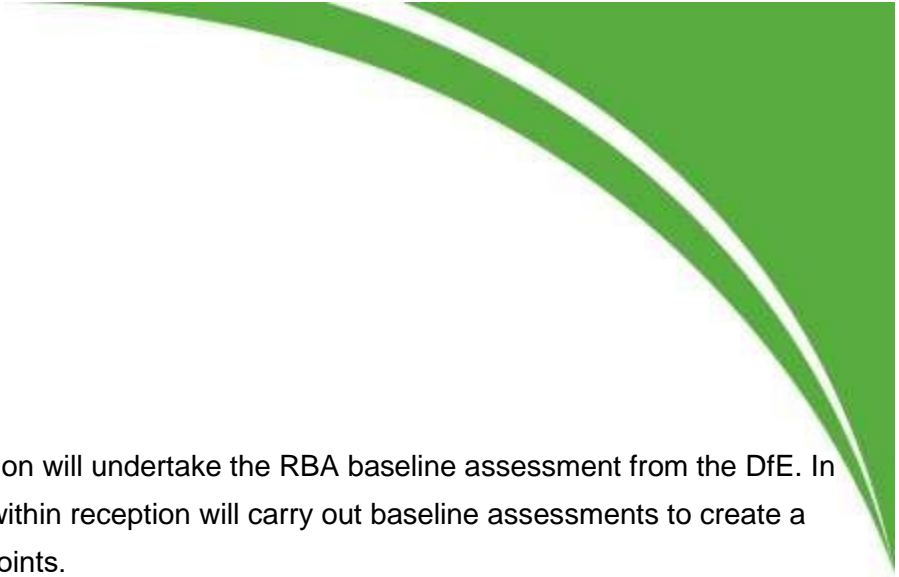
None of these areas can be delivered in isolation from the others. They are equally important and depend on one another. These areas are explored through a balance of adult led and child initiated activities. The child initiated opportunities are where we provide the chances for the children to be independent learners, we have often modelled or joined in the play before. The adult led activities are introducing and teaching new skills. This is where children will work with an adult, normally as part of a small group.

Activities and role play opportunities inside and outdoors provide a means through which children can independently practice, apply and develop the skills and ideas with the support of the adults in the setting.

At Haydon Wick Primary School we recognise that phonics knowledge is key to reading and writing. We carry out discrete phonics sessions, which are planned following Little Wandle Letters and Sounds synthetic, systematic phonic program. The children then apply their phonics skills eachday in and around the environment. **Please refer to our phonics and early reading policy for more information on how phonics is taught at Haydon Wick Primary School.**

Assessment and observation

When children begin reception the class teachers read the “Moving on document”. Along with this information and discussion from the local pre-schools, the EYFS lead also meets the children in their preschool setting, to gather information that goes towards their Baseline assessment.



From September 2021 all children in reception will undertake the RBA baseline assessment from the DfE. In addition to the RBA baseline, practitioners within reception will carry out baseline assessments to create a secure judgement of all children's starting points.

Each child's level of development is recorded against the seven areas of learning and development using a 'best fit model'. These lead onto the child acquiring the early learning goal in each area at the end of the reception year.

Throughout the year the reception teachers and teaching assistants carry out observations of the children and add these along with photographs into each child's Learning Journey. In addition they add pieces of work and creations that the children have produced, contributing to a collection of the child's achievements . Parents have access to their child's learning journey over eight times a year and are encouraged to add comments about their child's learning throughout the year.


Although adult led activities can offer insight into children's attainment by making sure the child has the opportunity to demonstrate their knowledge, it is mostly evidence through observing children through their child-initiated time and activities that are used as judgements for the EYFS profile.

The ongoing assessments of the children are collected and recorded into the children's Learning Journeys. Assessments are collated through high quality interactions and observations that our practitioners have with the children. These assessments are then used to create a judgement of 'on track' or 'not on track' for the end of year expectations. These judgements are recorded onto our tracking system on Pupil Asset three times a year. For those children judged as not being on track to meet the end of year expectations, next steps will be planned for based on their gaps in learning. In the final term we write a report to parents. Along with a personal comment, this will state their progress against the Early Learning Goals and the child's Characteristics of Teaching and Learning.

Moderation take place within Haydon Wick Primary School and across the WHF and schools within the local area.

The Learning Environment

At Haydon Wick Primary School we recognise the learning environment plays a key role in supporting and extending the children's development. The reception classrooms, which incorporate the indoor and outdoor areas are well organised to allow children to explore and learn securely and safely. There are areas where the children can be active and can be quiet.



The environments are set up into learning areas where children are able to find and locate resources and equipment independently. Our learning environments operate a free flow system whereby the children can choose which area of the environment they would like to explore. This is around the adult led activities that take place throughout the day at various times.

Inclusion

We value the diversity of individuals within the school and tolerate a no discrimination philosophy. All children are treated fairly regardless of race, religion or ability. All children and families are valued within our school. We recognise that all pupils bring different experiences, interests and strengths which influence the way they learn and we encourage all children to succeed and do their best. We aim to give each child the opportunity to experience success in their learning and ensure equal opportunities will be extended to all pupils. We encourage children to make their own choices and in giving reasons for decisions and actions. We recognise that children develop in individual ways and at varying rates.

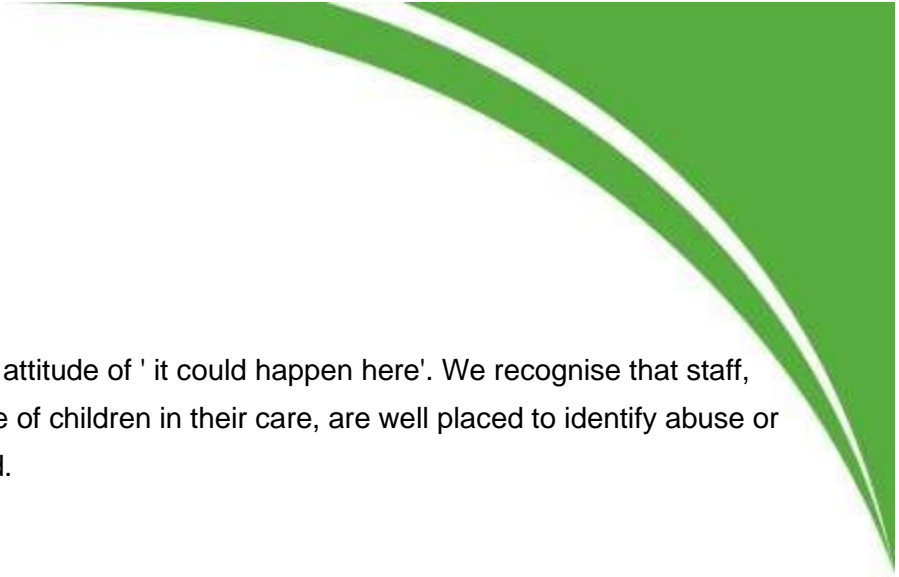
Children's attitudes and dispositions to learning are influenced by feedback from others, therefore we praise and encourage as well as celebrate achievements that are made in school and at home.

Special Needs

Those children which are recognised as having Special Educational Needs or a Disability (SEND) will follow similar programmes of study as their peers. However, the work, if necessary will be differentiated to meet individual children's needs.

Safeguarding

Haydon Wick Primary School takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the pupil/student is paramount." (Children Act 1989.) Our staff and Governors are committed to safeguarding the pupil/students at this school and contribute to multi-agency working to keep pupils and students safe.



All adults working in our school maintain an attitude of 'it could happen here'. We recognise that staff, because of their contact with and knowledge of children in their care, are well placed to identify abuse or neglect and offer support to children in need.

Health and Safety


All safety measures are taken to ensure the safety of all children in the Foundation Stage. Locks are installed on the gates and doors. We follow the TWHF 'Health and Safety' policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Within the Early Years, we have members of staff who are currently trained in Paediatric First Aid. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Our health and safety policy is available on our school website. All medicines are kept in a locked cupboard at the school office or in locked cabinet in the classroom if required and approved by parents/carers before administration of any medicines. No hazardous substances are used within the setting.

Working in partnership with Parents/Carers

We recognise that parents/carers are children's first and enduring educators and we value the contribution they make. We appreciate 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 they start school.
- The teachers visit all children in their home setting prior to starting school in reception.
- The children have the opportunity to come into school to spend time in the environment and get to know their teacher. They are invited to a story session and also a stay and play session in June/July before starting school.
- We invite all parents to an induction meeting during the term before they start school.
- Offering parents regular opportunities to discuss their child's progress in the class before and after school sessions or any concerns either the teacher or parent may have.
- We invite all parents to a variety of 'workshops' and stay and play sessions each term, including early reading sessions and early mathematics.

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- Mrs. Palmer our inclusion worker offers parents support either through coffee mornings or more individualised guidance.

The adults in the Early Years Team

We provide the children with a safe and secure environment. We aim to develop good relationships with all children interacting positively with them and taking time to listen. We also model and support children in forming positive relationships and friendships with one another. It is the role of all adults within the environments to engage in high quality interactions with all children and scaffold children's learning in order to make progress.

All members of staff have access to continued professional development to maintain and extend their specialist expertise.