



## EYFS Policy

Policy Control	
Responsible Person:	Rosie Lane
Responsible Governor	Joe Meyer
Responsible Governor Team:	Teaching and Learning
Approved by Governors:	November 2015
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### **Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:**

Goudhurst & Kilndown Church of England Primary School will provide a happy, caring and stimulating environment rooted in Christian values in which every child will flourish. We will realise the potential of every child and instil a lifelong love of learning. Our approach to teaching and learning will be inclusive, supportive and innovative and will embrace new education initiatives and leading technology. We will ensure that our children are aware of the world in which they live, understand the need to play an active role within the local and wider community and appreciate the importance of living a sustainable way of life. In partnership with parents and carers, we will help our children to build high self-esteem, independence and resilience and to develop the life skills they need for their future in an ever-changing world.

### **Our School Values**

Goudhurst and Kilndown Church of England Primary School values

**Community • Friendship • Joy • Love • Peace • Trust**

and all our stakeholders are encouraged to *reflect* upon their learning and their actions

*“Every child deserves the best possible start in life and support to 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. In our school, all children join us at the beginning of the school year in which they are five. They attend school part time for the first three weeks of the Autumn Term and then they stay full time on week four.

The EYFS is based upon four principles:

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

### **A Unique Child**

At Goudhurst and Kilndown CEP 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 Goudhurst and Kilndown CEP 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.

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. (See Whole School Safeguarding Children 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 Goudhurst & Kilndown CEP 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. 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 Goudhurst & Kilndown CEP 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.

### *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 children. We do this through:

- talking to parents about their child during a home visit in the first three weeks of their child starting school;
- inviting all parents to an induction meeting and informal coffee morning during the term before their child starts school;
- visiting children in their preschool settings;
- giving the children with their parents the opportunity to spend time with their teachers and peers in the form of 'stay and play' sessions which take place the term before they start school;
- providing parents with a 'Starting School' handbook before their child starts school;
- putting the intended learning for each week, with some suggested activities that the children can do at home, on the school website;
- uploading regular blogs to the website showing snippets of the children's day;
- uploading galleries of photos detailing the children's experiences during the school day
- encouraging parents to make comments and share information about their child's learning at home in their Home Learning Journal;
- emailing observations to parents via the 2buildapofile programme to which parents can respond to their children's learning'
- providing an open door policy which encourages 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 with the teacher. Parents receive a report on their child's attainment and progress in the Spring term and at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: child initiated parents 'Stay and Play' afternoons, Dad's stay and play sessions, parent's workshops, school trips, inviting parents to talk to children about their work and hobbies, Sports Day etc;
- inviting the children to come to a 'Buddy afternoon' where they meet and play with their buddy who will be in Year 6 when they start school. The Year 6 buddy presents a passport about themselves to their new Reception Class buddy;
- inviting parents to attend a Maths & Phonics workshop to support home learning.

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. Our school adopts the

'Key Person' approach. The teacher and the teaching assistants are assigned children within the class and alternative 'buddy' is named when the key person is absent.

We have good links with our main feeder pre-schools. Visits are undertaken by the EYFS teacher in the summer term before the children start school. The teacher meets with staff to discuss the new intake of children and meets the children. Transition grids and 'My Unique story' forms are passed onto the school before the children start in September.

## **Enabling Environments**

At Goudhurst & Kilndown CEP School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by finding about their interests, asking the children what they would like to learn and observing the children's development and learning. This information is then used to plan resources and activities which will stimulate and extend the children's learning within a balance of child initiated and teacher directed activities.

### *Observation, Assessment and Planning*

The planning within the EYFS is based on ongoing observations and assessments of the children's interests, strengths and areas which need to be focused on for the class, groups or individuals. Each term the teacher discusses with the children what they would like to learn about and what resources they would like provided. This information is then used alongside ongoing assessments of the children to inform planning. The Unique child statements in the Development Matters document are highlighted at the end of each term to ensure coverage of all the ELG's throughout the year.

Medium term plans reflect children's interests, strengths and specific focus areas and demonstrate the ELG's to be covered in the prime and specific areas, possible activities, planned days and events and needs/ programmes for individual or groups of children. Weekly and daily plans are based on children's interests and assessment of next steps for learning identified from teacher directed and child initiated activities and observations.

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 predominantly takes the form of observation, although children carry out a baseline assessment on entry; currently provided by CEM Durham University. Formative assessment involves the teacher and other adults making notes about the children's significant developments in learning whilst scaffolding the children's activities and learning. These observations are recorded using 2simple's '2buildaprofile' programme which generate an individual portfolio of learning for each child. Observations can be emailed to parent/carers where there is an opportunity to respond. At Goudhurst & Kilndown CEP School, we use the 'My Unique Story' and 'My Unique Progress' six times a year to track the children's progress. We also use the Target Tracker electronic system to analyse data about the children's progress and

development. Within the final term of the EYFS, we provide a written summary to parents and use the EYFS profile as a summative assessment of each child.

### *The Learning Environment*

The EYFS classroom is organised to allow children to explore and learn securely and safely. The indoor and outdoor classroom environment is set up in learning areas which reflect the seven areas of learning in the EYFS curriculum. Clearly labelled and easily accessible resources enable children to find and locate equipment independently. The classroom is stimulating and forever changing. The EYFS class has its own enclosed outdoor area. There is free flow between the outdoor and indoor areas.

### **Learning and Development**

At Goudhurst & Kilndown CEP 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*

Effective teaching and learning styles in the EYFS are based on:

- 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 relationships between our school and the settings that our children experience prior to joining our school;

### Characteristics of Effective Learning:

Playing and exploring, active learning and creating and thinking critically are embedded into all activities as they underpin learning and development across all areas of learning and support the child to remain an effective and motivated learner.

### *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 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 satisfactions as they take ownership of their learning.

### *Creative 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 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:

#### Three prime areas:

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

#### Four 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 class. This governor will discuss EYFS practice with the practitioners regularly.

The Head teacher will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

EYFS development forms part of the whole school improvement plan which is written each September and is based on analysis of 'The Making Figures Speak' document, 'The Raiseonline' document and feedback from monitoring and general self evaluation by the EYFS staff.