

# Aston Hall Junior and Infant School

## Early Years Foundation Stage (EYFS) Policy



Written – September 2018

Review date – September 2019 (or sooner if curriculum/guidance changes)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Foundation Stage 2. At Aston Hall Junior and Infant School, our very youngest learners join Foundation Stage 2 in the school year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children **"learn and develop well"** and are kept **"healthy and safe."** We aim to support children in their learning through **"teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life"** (Statutory Framework for the EYFS 2012).

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

### A Unique Child

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 positive attitudes to learning. During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. The children are taught how to learn and how to become successful learners.

### Inclusion/Special Educational Needs (SEND)

All children and their families are valued at Aston Hall Junior and Infant School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child, remove barriers to learning and ensure each child is able to reach their full potential. Concerns are always discussed with parents/carers at an early stage and our Inclusion Team supports and offers further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

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 (for example working from their interests) 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 at all levels;
- rigorously monitoring children's progress and taking action to address gaps.

In order to accommodate for different learning styles, lessons will be planned, wherever possible, in a multi-sensory way so that the various activities will appeal to and encourage engagement of all pupils in the spirit of inclusion. There will also be a consideration of how to record progress and outcomes of individual learners with SEND needs.

### **Welfare**

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 and make choices on how to keep themselves and others safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards (specific risk assessments are made by staff where appropriate). All staff have received Safeguarding and First Aid training (class teachers also have Paediatric First Aid training), and we aim to protect the physical and psychological well-being of all children (see Safeguarding Policy for more information).

***"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 Aston Hall Junior and Infant 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 2012. We understand that we are required to:

- promote the welfare and safeguarding 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

## **Positive Relationships**

At Aston Hall Junior and Infant School we recognise that children learn to be strong and independent learners 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, for example we carry out home visits for all the children in our catchment area and also organise transition visits into school for every child.
- the children have the opportunity to spend time with their teacher before starting school during visits to their nursery/pre-school, home visits and Transition day.
- inviting all parents/carers to an induction meeting during the term before their child starts school in order to show them around school, discuss how we aim to work with them as partners in learning, inform them of necessary information before their child starts school and answer any questions they may have
- encouraging parents to talk to the child's teacher if there are any concerns – we have a Key Worker system where all children have a member of staff assigned to them to encourage relationships and communication between home and school. There is a formal meeting for parents twice a year at which the teacher and the parent are able to discuss the child's progress. 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 e.g. stay and play sessions, volunteers in class, celebration assemblies, school visits, enterprise days etc.
- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision – these slips are available to parents at all times in the cloakroom and the comments are added to their ongoing assessments
- parents can ring school or contact key workers
- by providing a quiet and confidential area outside the classroom where parents are able to discuss any concerns

## **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident, independent, safe and challenged. The children have daily access to an indoor and outdoor environment that is set up to provide for the discrete areas of learning through planned continuous provision. Effective learning builds and extends on prior experiences, knowledge and learning and we try to embrace children's interests wherever possible – these are collected continually from parents and a sheet is available in the cloakroom for parents/carers to share information with us. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning folders.

Reviewed by Paula Bestall 2014

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

## Learning and Development

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.” The prime areas are:

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

The specific areas are:

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

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any prime area gives cause for concern, staff will discuss this with the child’s parents/carers and agree how to support the child. This may also include a discussion with the Inclusion Team in order to access further SEND support.

At Aston Hall Junior and Infant

“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1 (as stated in the Statutory Framework for EYFS 2012).

Planning and guided learning will reflect on the different ways that children learn and reflect on these in their practice. At Aston Hall Junior and Infant School we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and ‘have a go’;
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

## **Equal Opportunities**

All members of the school are treated as individuals. We aim to meet the needs of all, taking account gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

## **Health and Safety**

At Aston Hall Junior and Infant School, there are clear procedures for assessing risk (see whole school risk assessments) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an EYFS risk assessment is conducted and reviewed regularly, and EYFS is included and covered in relevant whole school policies and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2012, we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At Aston Hall Junior and Infant School a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2012)
- Fresh drinking water is available at all times
- Childrens' dietary needs are recorded and acted upon when required
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. As of September 2012, all teachers are paediatric first aid trained and all Teaching Assistants have First Aid.
- A whole school safeguarding policy states how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing – children and staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children.

## **Transition**

### **From Nursery/Feeder settings**

During the summer term prior to a child's entry into Foundation Stage 2, the following procedures have been put into place to ensure successful transition;

- Parents are invited to a meeting to ensure they know about school procedures, allocation of classes, school routines and to discuss any queries concerns they may have.
- Members of staff from Aston Hall Junior and Infant School make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Staff carry out home visits for all children living in the local area, during which there is a discussion between parents/carers and the class teacher to establish children's interests, previous nursery experiences, medical needs, additional support requirements etc.
- Children are invited to spend a morning at Aston Hall Junior and Infant School to allow them to mix with their peers and meet the Foundation Stage Team. Children's key workers from main feeder settings have the opportunity to visit on the same morning. Whilst the children are meeting staff members and their peers, parents are invited to meet with members of the school team, for example the head, governing body and school cook.
- All children receive a 'Welcome to our school' pack on their home visit which includes a book bag, relevant forms, information on the school/curriculum/learning, guides for parents/carers and also a simple book for the child which has photographs of staff and the environment to familiarise them with school over the summer holiday.
- Children requiring extra support will have additional visits to school where necessary, often these children will have been identified as requiring additional support.

### **From Foundation Class to Key Stage 1**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observations and assessments, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting 'expected' levels of development, or if they are 'exceeding' expected levels, or not yet reaching expected levels ('emerging'). Parents and Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Foundation and Year 1 teachers about each child's stage of development and learning needs and assists with the focus of learning and next steps into Y1 to ensure a smooth and successful transition.

September 2018