



EYFS Policy 2018

“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments” - Development Matters 2012:

Early Education

The British Association for Early Childhood Education

The Foundation Stage applies to children from birth up to the age of six at the end of the child’s Reception year. At the Hallsville / Scott Wilkie Primary School Federation our aim is that every child will reach or exceed their full potential. It is through our active, engaging curriculum and stimulating environments in the Early Years Foundation Stage that we intend pupils to flourish. A positive beginning is crucial to lay secure foundations for a child’s future educational development.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children’s Development and Learning

This policy explains how our practice is underpinned by these four themes:

A Unique Child

At the Hallsville / Scott Wilkie Primary School Federation we recognise and celebrate that each child can be confident, curious, motivated and resilient in their approach and attitude to their learning. Children are unique and we value that each child will learn in different ways and at a different rate. It is our responsibility to ensure that we scaffold their learning accordingly, to ensure that they are challenged and highly motivated to learn. Children need to feel valued and rewarded for their efforts and staff at Hallsville Primary School use a high level of positive praise in order to boost their self-esteem.

Positive Relationships

At the Hallsville / Scott Wilkie Primary School Federation, we value the impact that positive relationships have upon children’s confidence, achievement and motivation to learn. We aim to nurture warm, respectful relationships between children, staff and families within our setting

Inclusion

In the Foundation Stage we fully embrace diversity and treat all children equally regardless of race, gender, religion or ability. Children and their families are valued within our school. We invite parents and carers into the Nursery and Reception setting every day, during the settling in sessions, to develop positive relationships. Careful assessments of need inform our planning of appropriate activities to stretch and challenge so that all children make secure progress. Teaching and learning is clearly differentiated to meet the needs of all children.

Enabling Environments:

The Nursery classroom is a large open-plan space that has been organised into areas of learning; in order to ensure that children can access a range of activities. The areas are: Communication, Language and Literacy, Mathematics, Expressive Art and Design, Understanding the World, and Expressive. In addition to these areas, Physical development and Personal, Social and Emotional development are interwoven throughout provision as well as specifically planned for. The Nursery also has a book corner, small world area and a generous garden space. Once children have settled in and had whole group teaching time they have the opportunity to flow freely in and out of the classroom.

Safe Guarding and Welfare

Children's safety is our priority. We have a very experienced team of professionals, such as our Home Liaison worker Ann Jordan and SENDCo Ivie Okwuegbuna at Hallsville and Jo Edwards our SENDCo at Scott Wilkie. As a part of the federation we adhere to the federation wide policy '**Early Help, Safeguarding Policy and Child Protection**'. This policy is written with due regard to the, '*Department for Education statutory guidance Keeping Children Safe in Education*' (updated September 2017) and will be reviewed each time any subsequent guidance is issued by the Secretary of State and at least annually. All staff should know the Designated Safeguarding Lead, who takes responsibility for safeguarding and child protection:

School	Hallsville Primary School	Scott Wilkie Primary School
Designated Safeguarding Lead	Keri Edge	
	Lorraine Johnson	Farhathafza Quayyum
Deputy Safeguarding Lead	Ann Jordan	Jo Edwards

Through teaching personal, social and emotional development children will learn about boundaries, rules, hazards and limits; although children should be encouraged to take risks and self-regulate. We follow a whole school 'Behaviour policy' so staff to have consistent expectations of behavior, which in turn enables children to comprehend the boundaries of our setting.

At the Hallsville / Scott Wilkie Primary School Federation, we understand that we are legally required to comply with the welfare requirements stated in the 2017 EYFS Statutory Framework (April 2017).

At the Hallsville / Scott Wilkie Primary School Federation we:

General:

- Promote the welfare of all children.
- Ensure that premises and equipment are safe and free from hazards.
- Keep records and carry out thorough risk assessments for inside and outside of the classroom.
- Ensure that learning is personalised where needed and that all children are actively engaged with learning.
- Encourage a *healthy life-style and ensure all children are involved in as much physical development as possible.
- Maintain records, policies and procedures efficiently in order to meet the needs of the children.

Qualifications & First Aid:

- Recognise and follow the statutory guidance for qualifications: As defined by the Department for Education on the Early Years Qualification List
- At least one first aider in the EYFS must hold a Pediatric First Aid (PFA) certificate and they must be on site at all times
- All newly qualified entrants to the early year's workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work.

Ratio:

- For children aged 3 or over in nursery classes in maintained schools the ration is 1:13 and at least one member of staff must be a teacher.
- At least one other member of staff must hold a level 3 qualification
- Reception classes are subject to infant class size regulations that limit the class size to 30.

Research

Dr. Abraham Maslow synthesized a large body of research resulting in his creation: The Hierarchy of Needs. This hierarchy, beautiful in its simplicity, describes the stages of human development through which each of us passes through on the way to becoming fully functioning, responsible adults.

It is our role as educators of young children to recognise and address a child's basic needs in order for them to achieve their full potential.



*Healthy life-style: each class is expected to have a snack table, which offers a range of snacks, such as fruit and vegetables. If offering food such as, crackers staff must be mindful of the salt content of some crackers. Water should be readily available at all times.

Teaching and Learning

There are two Reception Classes at each school; the areas of learning are distributed between these rooms. The outside area is easily accessible from both classroom bases. At beginning of the year, children begin their day by self-registering and choosing activities with staff, parents and carers. The first lesson of the day is the phonics scheme: Read, Write Inc. (RWI). Maths and Literacy are also taught daily.

In addition to group work, children are allowed free access between the two classes and outside choosing activities. This is an ideal opportunity for them to take part in self-initiated learning. The provision enables children to access: Personal, Social and Emotion Development (PSED) opportunities, Understanding the World (UW), ICT, Physical Development (PD) and Expressive Arts and Design (EA&D) through self-chosen activities.

We plan educational visits at least once a term, which link to key texts as well as context; for example, a 'Gruffalo walk' in the local park; or a ride on the DLR or Thames Clipper.

Prime areas of learning

The **prime areas** are important because they lay the foundations for children's success in all other **areas** of learning and of life: Personal, Social and Emotional Development. Physical Development. Communication and Language.

Physical Development

To promote physical development we have a sports coach in Hallsville for four sessions per week and in Scott Wilkie for three session per week. This is to ensure that Reception children to develop their fitness. We have generous outdoor spaces where children are able to develop their gross motor skills.

Personal, Emotional Development

PSED is taught explicitly through a scheme of work called 'Jigsaw'; children are taught to explore feelings, aspirations and sharing.

Communication and Language

We are committed to ensuring that children become confident and fluent speakers during their time in the EYFS setting. We have a Speech and Language therapist based one day a week at

both schools. She is available to teachers and children promoting and implementing strategies for developing children's language development. The Speech and Language therapist delivers training for all EYFS staff, which is specifically to promote communication skills of the children. The therapist also works alongside parents and carers offering workshops and advice. The therapist oversees and monitors target groups across the Early Years with the leader. One of the interventions is a program called Box Clever that teaches children to use small world toys to create stories verbally. Children are assessed at the beginning of Box Clever and on exit to see the progression they have made.

Maths Mastery

In Reception, maths is taught through Maths Mastery. Teachers have been trained to a high standard. The Mathematics Mastery approach is influenced by the Singapore method. It is a program that enables mathematical concepts to be taught and explained in a very practical way. It has a focus on verbal explanations whereby children are encouraged to use concrete manipulatives and explain how they have found answers.

Talk for Writing

In our daily literacy lessons, we have implemented Talk for Writing. We have key texts that are taught over a longer period of time to maximise writing opportunities. Children become fluent in reciting familiar stories and are expected to take part in short burst writing daily. Children are given a hook at the start of a new story so they are fully immersed in the text. Provision should reflect the key text and story maps should be visible to enable and encourage story recall.

Observation, Assessment and Planning

The Foundation staff use observations from group work as well as from playing with children to inform next steps for learning. Next steps are addressed swiftly through a very efficient system. Teaching assistants are timetabled to address them. The learning objectives are taken directly from the Development Matters document but in conjunction with this staff also use 'Jigsaw,' to enrich the teaching of Personal, Social and Emotional development.

Formative and summative assessments are carried out by teachers and teaching assistants. Formative assessments are carried out on a daily basis during group work, learning journeys and short observations. Staff members are required to annotate children's work and note next steps and give immediate feedback.

Summative assessments take place four times during the year: baseline (within two weeks of being admitted to the nursery or starting in reception), autumn, spring and summer (on exit). At the end of reception, each child's level of development is assessed against the 17 Early Learning Goals. They will be awarded a, 'Good Level of Development' (GLD) if they achieve an 'Expected' level in Maths, Personal, Social and Emotional Development, Physical Development, Communication, Language and Literacy as well as in, Reading and Writing. Parents and carers are informed of their child's progress in a written report at the end of the academic year. They are also welcome to access their child's special books, where they can see observations, photographs of their child and pieces of their work.

Learning and Development

There are seven areas of learning reflected within the Foundation Stage setting. These areas can overlap, which allow children to make meaningful connections which they can apply to self directed and adult focus learning opportunities. Through the provision of a stimulating learning environment and a high quality curriculum we enable children to thrive, become self-motivated and fully engaged in their learning.

Prime Areas:

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

Specific Areas:

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

We provide and plan for all areas of learning. We ensure that there is a combination of planned adult led and child initiated activities. TAs are utilised effectively to carry out intervention programs to ensure that all children are given every opportunity to reach or exceed their full potential. Learning is fun, engaging and meaningful in the Foundation Stage. We strive to ensure that the characteristics of effective learning are embedded by offering high quality resources that are well organised and accessible to all.

Sue Tindling – Foundation Stage Leader / Assistant Head Teacher
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