



EYFS policy

Chancellor Park Primary School

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Chancellor Park Primary School, children join the 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.

To fulfil this aim all children in EYFS should:

- Feel safe and secure;
- Be challenged to reach the highest standards;
- Feel valued, respected and treated fairly;
- Feel enthusiastic and happy about coming to Chancellor Park;
- Develop a sense of confidence and responsibility for their own learning.

Chancellor Park provides an Early Years environment where:

- The whole school community is enriched by each child's uniqueness;
- We develop good community links;
- Pupils are encouraged to have high aspirations;
- All are encouraged to make a positive contribution;
- Habits of good learning are established for life.

We endeavour to ensure that children "learn and develop well and 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 to encourage children to develop a positive attitude to learning.

Inclusion

All children and their families are valued at Chancellor Park Primary 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. Concerns are always discussed with parents/carers at an early stage.

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.

Welfare

It is important that all children in our 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 our children. At Chancellor Park we know that 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. We understand that we are legally required to comply with 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 are 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 Chancellor Park Primary School we recognise that children learn to be strong and 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 the children.

We do this through:

- An information evening for parents in June/July where they receive information which highlights school start and finish times, uniform and informs the parents of the schools vision and aims.
- An opportunity to talk to the Foundation Stage teacher/s and other members of staff from the school.
- Asking parents to complete an admissions form, a medical form and any other information.
- Asking parents to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school.
- Encouraging parents to talk to their child's teacher if there are concerns.
- Inviting parents to attend informal meetings providing information about other areas of the curriculum, eg Phonics.
- Talking to parents about their child before their child starts in our school through home visits.
- Ensuring children have the opportunity to spend time with their teacher before starting school during transition sessions.
- Setting formal meetings for parents 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.
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents / carers: Open afternoons, end of year shows, Sports Day etc;

- Inviting parents / carers to make comments through 'Next Steps' forms relating to the children's achievements.
- Setting a written contact through reading diaries (in Reception) as well as the acknowledgement that parents can ring school to contact staff and the EYFS Leader.

Parents/ carers will be greeted each day by the class teacher where is time for parents to ask quick questions or arrange for a longer meeting.

- Giving children the opportunity to spend time in their new setting before starting school by inviting local pre-schools in for the end of year show.
- Offering parents / carers regular opportunities to talk about their child's progress in our reception class/es and allowing free access to the children's 'Learning Journey' files and classroom displays;
- Keeping Parents / carers informed of the curriculum and ongoing activities through newsletter and curriculum guidance.

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 EYFS teacher/s takes overall responsibility for teaching and learning and academic progress for the children in their class. The 'Key Person' acts as the main point of contact for parents and children taking responsibility for the children's welfare and ensuring good communication between home and school.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. 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 Journey' folders. 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. Teachers and Teaching Assistants work in focused learning groups with the children to extend their learning. Every child works towards their own individual targets.

Learning and Development

Teachers and Teaching Assistants provide the curriculum in all the class/es. 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
- 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 in partnership with the school and agree how to support the child.

At Chancellor Park Primary School "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 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." (Statutory Framework for EYFS 2012)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Chancellor Park 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;
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, 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 Chancellor Park Primary School there are clear procedures for assessing risk 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 line with the EYFS statutory framework 2012, at Chancellor Park Primary School we;

- Ensure 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 or we have written consent from a parent.
- Provide training 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/carer.
- A written record is kept each time a medicine is administered to a child.

We ensure that;

- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required.
- A fruit snack is available during the afternoon session and milk is available by request of parents/carers.

A first aider is accessible at all times and a record of accidents and injuries are kept.

- A fire and emergency evacuation procedure and policy is in place for the whole school including EYFS.
- Photographs of children in the school are not kept on teacher's personal devices.

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 or take things more quietly. The classroom covers all learning areas, where children are able to find and locate equipment and resources independently. The EYFS classes have their own enclosed outdoor area. 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 ability 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 areas of learning. The children have the freedom to access this learning outside at all times.

Transition

During the summer term prior to a child's entry into Reception year, 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 and allocation of classes and any concerns they may want to express.
- Contact is made with the preschools and playgroups to find out information about the child, either through a letter or a phone call.
- Documentation is requested from previous settings
- Children attend 2 of sessions in their new class

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents/ 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 learning journeys and assessment files include on-going observation. 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'). Year 1 teachers are given a copy of the Profile report following a handover meeting where each child's development and needs are discussed. This dialogue between Reception and Year 1 teachers assist with the planning of activities in Year 1 to meet the children's learning needs. When children enter year 1 the teacher will plan a morning of formal lesson while the afternoon will be more like a reception class room with access to the outdoor area, learning through play and small group and adult- led learning until the year 1 teacher/s feel that they are ready for a full day of formal lessons.

Review

This EYFS policy will be reviewed by the EYFS leader and the senior management team.

Date for next review of this document September 2016.