

# Early Years Foundation Stage (EYFS) Policy

## Summer 2016

### **Context**

The Early Years and Foundation Stage (EYFS) curriculum is based on the understanding that children develop rapidly during this stage of their learning – physically, intellectually, emotionally and socially. It is the base on which children build the rest of their lives and it is not viewed as simply a preparation for the next stage of development.

Pupils in the Early Years Foundation Stage learn best through staff providing experiences that build on and extend children's interests and experiences. Pupils are influenced by everything in their environment, they use their senses to explore and make sense of the world around them. They learn best through imaginative and meaningful play and it is most productive when it is inspired by their own interests.

### **Early Years Education Pedagogy**

The early years experience builds on what children already know and can do and planned, purposeful activities engage children in the learning process.

The Early Years team:

- structures the curriculum to children's individual needs;
- creates a learning environment that is well-planned and organised;
- ensures that children feel secure, included and valued;
- provides rich and stimulating experiences;
- values parental cooperation;
- has a key person who provides a link between home and school;
- initiates planned activities;
- values child-initiated activities.

### **Teaching and learning**

There are seven areas of learning, three '*Prime*' and four '*Specific*' areas, in addition to the *three 'Characteristics of learning'*. All staff support the development of pupils by ensuring there are challenging and playful opportunities across the 'prime' and 'specific' areas of learning and development. The *prime areas* begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas.

#### **1. Prime Areas**

The prime areas are fundamental to a child's development throughout the EYFS. They are:

##### **i.) Personal, Social and Emotional Development**

- Making Relationships, Managing Feelings and Behaviour, Self-confidence and Self-awareness

## ii.) Physical Development

- Moving and Handling and Health and Self-care

## iii. Communication and Language

- Listening and Attention, Understanding and Speaking

## **2.) Specific Areas**

The specific areas include essential skills and knowledge for children to participate successfully in society. They are;

## iv. Literacy

- Reading and Writing

## v. Mathematics

- Numbers and Shape, Space and Measure

## vi. Understanding the World

- People and Communities, The World and Technology

## vii. Expressive Arts and Design

- Exploring and Using Media and Materials and Being Imaginative

## **3.) The Characteristics of Effective Early Learning**

The characteristics of effective learning are the factors which play a central role in children's development. They are vital elements which support the transition process from the Early Years Foundation Stage to Year One.

### i.) Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### ii.) Active learning – motivation

- Being involved and concentrating
- Continuing to try
- Enjoying achieving what they set out to do

### iii.) Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

## **Play**

It is through a stimulating environment and the process of play where children explore, investigate, recreate and understand the world in which they live. It is a vital component

of children's lives and is the medium through which skills can be developed and practised.

### **English as an additional language (EAL)**

Children for whom English is not their home language will engage in activities and first hand experiences that do not depend solely on the English language, their participation will reveal what they know and can do in the security of their home language.

As soon as possible, staff will ascertain a child's prior language and any previous education experiences.

There are three aspects to the assessment of EAL children;

- Development in their home language;
- Development across areas of learning that are not reliant on English language skills for assessment;
- Development in English\*.

Staff will observe the EAL child over time in order to quantify assessments and raise questions with the parents (or a bilingual support assistant) to be confident about what the child knows and understands.

Whenever opportune the Early Years environment will reflect and celebrate EAL children's cultural and linguistic heritage within its setting.

\* Early Learning Goals for Communication and Language and Literacy are the only Early Learning Goals that are assessed in the English language.

### **Assessment**

Assessment is carried out through observations - both informal and planned. The vast majority are made whilst the child is involved in child-initiated experiences. Assessment is based primarily on observation of daily activities and events. All staff will record the behaviours which demonstrate spontaneous, independent and consistent learning across a range of contexts. Rhodes Avenue uses the Look@Me assessment tool to collect evidence and record children's experiences. Target Tracker is used termly to track children's progress in the 17 Early Learning Goals.

Staff will also take into account a collection of perspectives:

- those of the child
- parents/carers
- other adults who have significant interactions with the child.

The primary uses of the EYFS profile data are:

- to inform parents about their child's learning and development against the ELGs and the characteristics of effective learning;
- to support a smooth transition to Key Stage 1 by establishing a professional dialogue between EYFS and KS1 teachers;
- to support Year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

The framework requires that the EYFS profile is carried out in the final term of the year in which a child reaches five years old. It summarises and describes children's attainment at the end of the EYFS.

(Refer to the Assessment Policy)

### **Supervision**

EYFS practitioners record supervision meetings each term.

Supervision provides opportunities to:

- discuss issues – particularly concerning children's development or well being;
- identify solutions to address issues as they arise;
- receive coaching to improve their personal effectiveness.

### **Admissions and Settling-In**

#### **Nursery**

There is staggered entry into the nursery, children start in small groups, and by the end of September all children are admitted. On the child's first day the parents are encouraged to stay for the whole session. All children are allocated a Key Worker.

#### **Reception\***

When moving from Nursery to Reception the children in the morning group and afternoon group are assigned to the three Reception classes based on number of siblings, age and gender to create a broad, inclusive mix of pupils.

(\*A place in the Nursery does not automatically guarantee a place in the Reception.)

### **Role of Parents**

An effective partnership between the Early Years and Foundation Stage team and parents/carers is considered to be an important factor in child development. A home visit before their children begin school is part of the induction process in addition to staff visiting and making links with any previous settings the children may have come from.

Furthermore there are meetings each term to discuss children's progress and to set targets for future development. Nursery Nurses also attend these meetings so that they can contribute towards conversations regarding children in their 'key' group. Additionally, staff send home a question sheet to the parent/carer of the 'focus' child. This helps the EYFS team to find out about the child's interests at home. Parents/carers are also encouraged to come and take part in activities and share and add to their children's Special books or Look@Me evidence tool.

### **Transition**

At the end of the Summer term two Staff Meetings are arranged for the Nursery, Early Years and Key Stage 1 teachers to discuss the transition of the pupils from Nursery to Reception and from Reception to Year One and to formally hand over all assessment data.

### **SEN/D**

Developmental and health issues can sometimes be first noticed in Early Years. Any observations recorded by staff would always be discussed with parents/carers and any appropriate multidisciplinary referrals would be made only after consultation with parents/carers.

(Refer to the Special Educational Needs and Disabilities Policy)

## **Equalities**

Rhodes Avenue will ensure they it complies with its duties under the Equality Act 2010 and have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act.

## **Links with other policies**

For specific details about possible related practice refer to the following policies:

- Assessment
- Teaching and Learning
- Transition
- Safeguarding
- SEN/D
- Equalities

## **Procedures for policy monitoring and dissemination**

All members of staff and governors will receive a copy of this policy. Copies are available on the school website or parents can request a copy from the school office. This policy has been approved by the Governing Body and the School Leadership Team and it will be reviewed in line with the curriculum policy schedule.

## **Staff responsible**

Headteacher  
Deputy Headteacher  
EYFS Phase Leader  
Curriculum Committee