



## Heather Avenue Infant School Early Years Foundation Stage (EYFS) Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Heather Avenue Infant School, children join the Reception class in the year they turn five years of age. In partnership with Parents/Carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure children “learn and develop well and are kept healthy and safe” (Statutory Framework for the EYFS 2019). 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.

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 every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise 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/Special Educational Needs (SEN)**

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 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 to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and help them to 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)

At Heather Avenue Infant School we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2019. We:

- 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 the premises, furniture and equipment are safe and suitable for purpose.
- Ensure 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 Heather Avenue Infant School, we recognise 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/Carers as Partners**

We recognise Parents/Carers are children's first and most enduring educators and we value the contribution they make. We recognise the role Parents/Carers have played, and their future role, in educating the children. We do this through:

- Talking to Parents/Carers about their child before their child starts in our school, carrying out home visits.
- Giving children the opportunity to spend time with their teacher before starting school during transfer sessions.
- Inviting all Parents/Carers to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics.

- Encouraging Parents/Carers to talk to the child's teacher if there are any concerns. There are formal meetings for Parents/Carers, three times a year at which the teacher and the Parent/Carer discuss the child's progress. Parents/Carers receive a report on their child's attainment and progress at the end of each school year.
- Scheduling a range of activities throughout the year encouraging collaboration between child, school and Parents/Carers: stay and play sessions, celebration assemblies, school visits, mini-enterprise events, book breakfasts and Family SEAL (Social and Emotional Aspects of Learning) events.
- Providing Parents/Carers an opportunity to celebrate their child's learning and development by adding to their child's Tapestry learning journey and completing "wow" moments which inform planning and provision.

### **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have regular access to both an indoor and outdoor environment.

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 on Tapestry.

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/Carers 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 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 in order to access Special Educational Needs support.

At Heather Avenue Infant 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 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.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Heather Avenue 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 2019)

Religious Education is also taught in the Reception classes in accordance with Norfolk County Council guidelines.

### **Health and Safety**

At Heather Avenue Infant School, there are clear procedures for assessing risk (see whole school risk assessment policy) 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 annual risk assessment is conducted of the EYFS (see EYFS risk assessment)

In line with the EYFS statutory framework 2019, at Heather Avenue Infant School 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.
- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required.
- Each classroom has a snack and sink area to provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- Mobile phones and personal cameras are not 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. (Lockers are available in the school office for mobile phones)
- E-Safety/photo policy to gain Parents/Carers consent for use of Internet and photographs.

- An agreement to the use of Tapestry for each child and that no photo's (taken using tapestry) will be placed on social media.

### **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 and staff 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 observation, all relevant records held by the setting, discussions with Parents/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 ('expected'), or if they are exceeding expected levels ('exceeding'), or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a written report on each child's skills and abilities in relation to the three key characteristics of effective learning and areas of learning and the child's learning journal (Tapestry profile). This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1. All assessment information is recorded on Classroom Monitor, our whole school assessment system.

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