



# EYFS POLICY

<b>This policy was ratified by Garrick Green Local Advisory Board on:</b>	<b>16 November 2020</b>
<b>The policy owner is:</b>	<b>Mrs Rebecca Dewing</b>
<b>This policy will be reviewed in: (unless earlier review is required due to changes in legislation or processes)</b>	<b>April 2023</b>
<b>Policy Version:</b>	<b>V1</b>
<b>Signed by the Chair of the LGB:</b>	<b>16 November 2020</b>

## Introduction

“The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported”

(Department for Education, 2017)

“Learn to be happy, be happy to learn.”

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

(Statutory Framework for the Early Years Foundation Stage 2017)

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. At Garrick Green Infant School children complete their final year of the EYFS in Reception.

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## Responsibilities

- 1.1. The Local Advisory Board (LAB) has overall responsibility for the implementation of the Early Years Policy of Garrick Green Infant School.
- 1.2. The LAB has overall responsibility for ensuring that the physical Early Years Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity, culture, religion, gender, disability or sexual orientation.
- 1.3. The LAB has responsibility for handling complaints regarding this policy as outlined in the complaints policy.
- 1.4. Liz Banner (EYFS Lead) will be responsible for the day-to-day implementation and management of the Early Years Policy of Garrick Green Infant School.

- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Policy.

### **Principles of the Early Years Foundation Stage**

#### **A unique child:**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and 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 and rewards to encourage children to develop a positive attitude to learning.

#### **Positive relationships:**

We know that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with children and their families.

#### **Enabling environments:**

We fully acknowledge that the environment plays a key role in supporting and extending children's development and learning. Our environment is carefully planned both indoors and outdoors to help children achieve across all aspects of the EYFS. Opportunities are provided for children to take part in a wide range of experiences and to extend their interests.

#### **Learning and development:**

Garrick Green Infant School is organised in a way that encourages children to explore and learn safely. We use the 'Planning in the Moment' approach. The children have extended periods of play, and the majority of learning is led by the children's interests. There are areas for activities and play, and others for quiet time and rest. The setting is designed to enable children to learn and play independently.

#### **Welfare**

Safety and security is a high priority at Garrick Green Infant School and it is important that all children in our care are safe. We follow the requirements stated in the Statutory Framework for Early Years Foundation Stage 2017.

We aim:

- To promote the safety and welfare of the children in our care.
- To promote good health and prevent the spread of infection by taking appropriate action when children are ill.
- To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development and is in line with the school's behaviour policy.
- To ensure that adults who have access to children, or who look after children, are suitably vetted and trained.

- To ensure that the setting is fit for purpose and that furniture and equipment are safe.
- To maintain records, policies and procedures required for safe and efficient management of the setting.

### **Relationships**

At Garrick Green Infant School, we feel it is important for children to learn social etiquette and to develop positive relationships with peers and adults.

This will be achieved through the Personal, Social and Emotional development and especially in the Making relationships' area of learning, through playing and interacting with other children and adults.

### **Safeguarding**

Safety is paramount and Garrick Green Infant School has a robust and effective Safeguarding Policy to ensure the children in our care are protected. The Safeguarding Policy is available on request and can be viewed on our website.

### **The parent / teacher partnership**

The Early Years Foundation Stage cannot function without the enduring support of parents and carers.

We recognise that parents are the child's primary educator and we recognise this important role through regular engagement including:

- EYFS curriculum meetings at the beginning of EYFS.
- FOGG (PTA) Meetings.
- Asking parents to complete admissions forms, a medical form and the home visit form about their child to help us to understand more about their child.
- Asking parents to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.
- Having an open door policy to enable parents to come and speak with teachers and teaching assistants, should they have any concerns.
- Two formal parent teacher interviews per year.
- Having a homework focus of learning at home where we ask the parents to email/send in photos and examples of children's learning at home.
- Emailing the children's learning journeys home to parents/carers every term.
- Events and activities throughout the year which bring together children, parents and the school.
- Open mornings/afternoons every term.
- Story cafes every term.

### **Learning and development**

The 'prime' areas of learning and development are:

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

The 'specific' areas of learning and development are:

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

Learning is implemented through a mix of adult inputs, child-initiated activities and free play which is reactive to the child's lead.

Play is important to learning and development and we therefore do not make a distinction between work and play. The children have the freedom to learn through play both indoors and outside and are able to follow their own interests. The adults move the children's learning on through interactions during the children's play. Therefore, learning is individualised and all needs are catered for.

Assessment is conducted through observations and 1:1 assessments. Liz Banner and Lisa Herron moderate progress termly and data is recorded on Pupil Asset. The Early Years Profile is completed in June. This is an assessment to record whether the children are working towards, have achieved or exceeded the Early Learning Goal in each area of EYFS. The profile is reported to parents and the DfE at the end of the EYFS.

We support children in using the three characteristics of effective teaching and learning from the Statutory Framework for the Early Years Foundation Stage, which are:

- Playing and exploring

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development. Children investigate and experience things, and 'have a go'

Through play the children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn self-control and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active learning.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements'

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creative and critical thinking.

‘When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions. Children have and develop their own ideas, make links between ideas, and develop strategies for doing things’

Children are given opportunities to be creative through all areas of learning, not just through the arts. Adults support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the learning environment to extend their learning.

### **Health and safety**

Our full Health and Safety Policy and Supporting Pupils with Medical Conditions Policy are available on request.

The following general Health and Safety safeguards are in place:

- A supply of fresh drinking water is available at all times.
- Children’s dietary needs are met.
- Fruit snacks and milk are available all day.
- A first aider is accessible at all times.
- Accidents and injuries are recorded in an accident book/form.
- A fire and emergency evacuation procedure and policy are in place.
- A Photographs and Images Policy is in place which states that cameras/iPads that are used in school must not be used for staff member’s own personal use.

### **The learning environment and outdoor spaces**

- The classroom is organised in such a way that children can explore and learn in a safe environment.
- Equipment and resources are accessible and can be located and used independently by children.
- The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.
- ‘Planning in the Moment’ is used throughout the learning environment to help the children develop in all areas of learning.

### **Transition periods**

The following process is in place to ensure children’s successful transition to Reception class:

Liz Banner makes links to feeder settings. Early in the summer term she will visit as many settings as possible in order to gather information to support the child’s transition. Where a visit is not possible, she will speak directly to the feeder setting regarding the children starting at Garrick Green.

Parents and children are invited to an introductory story cafe at the school to ensure they know about the school procedures, allocation of classes, to book home visits, order uniform and to speak to the Headteacher and the EYFS staff.

The parents and the children are invited into school for a second visit. The parents have an introductory meeting with the Headteacher to give the parents more information about their child starting school. During this visit the children go into their new classes without their parents so they are familiar with the learning environment and the adults who will be working with them in September.

In September the EYFS staff do a home visit to every child's house so that the children have another opportunity to get to know the adults and it is a time where the EYFS staff can answer more questions and gain a fuller understanding of each child.