



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 The Harrodian, children join the Reception class in 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.

We ensure that children “learn and develop well and are kept healthy and safe” and “give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life”.

The EYFS is based upon four overarching principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents.
- Children develop and **learn in different ways and at different rates**.

(Statutory framework for the early years foundation stage, April 2017)

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, 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 and their families are valued at The Harrodian. 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 and appropriate steps are taken in accordance with the school’s Inclusion policy for SEN.

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.

Dyslexia friendly

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

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 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 children. (See Whole School Safeguarding Children Policy)

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them."

(Statutory framework for the early years foundation stage, April 2017)

At The Harrodian we understand that we are legally required to comply with certain welfare requirements as stated in the statutory framework for Early Years Foundation Stage 2017. 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 is 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 The Harrodian 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:

- Supporting children through the transition from pre-school to Reception with the children attending part time during the first week. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to an induction question and answer session (starting academic year 17/18) during the summer 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 to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year 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.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: celebration assemblies, school visits and volunteering to collaborate in lessons.
- Providing parents an opportunity to celebrate their child's learning and development by completing Activity Books, which encourage home learning ideas and opportunities.
- Written contact through weekly emails as well as the acknowledgement that parents can ring school to contact EYFS staff.
- Ensuring all parents know their child's teacher and teaching assistant and how to contact them.
- Providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, 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 folders and using learning journey software. 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

Teachers and teaching assistants implement the curriculum in the reception classes of up to 22 children per class.

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 and agree how to support the child.

At The Harrodian:

“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 in 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 2017).

Planning and guided children’s activities will reflect on the different ways that children learn and reflect these in their practice. At The Harrodian we support children in using the three characteristics of effective teaching and learning. These are:

- Playing and Exploring (engagement): children investigate and explore things, and ‘have a go’.
- Active Learning (motivation): children concentrate and keep trying if they encounter difficulties and enjoy achievements.
- Creating and Thinking Critically (thinking): children have and develop their own ideas, make links between ideas and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2017).

Practice

There are two Reception classes, each with a teacher and teaching assistant. The children are grouped into mixed age classes. The activities we undertake are often part of a topic or theme to contextualise the learning.

The Reception curriculum is planned at long, medium and short term levels.

The long term plan is composed of a variety of topics and is linked to the 7 areas of Development Matters.

Separate medium term plans are written for each area of learning. The plans identify the learning in each area for the half term, link to Development Matters and suggest activities and resources to achieve them.

Short term plans are written weekly and include the learning object for each area that week. Specific plans are written for Literacy/Communication and Language, Mathematics, Understanding the World, Personal, Social and Emotional Development and Expressive Arts and Design. Continuous Provision and Child Initiated Learning is highlighted on the weekly 'pencil plan'. Physical Development is planned by the sports teachers.

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, sexual orientation, age, 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 The Harrodian there are clear procedures for assessing risk (see whole school risk assessment policy) that includes procedures for keeping children safe during outings and for any aspect of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2017, at The Harrodian we undertake:

- A whole school medicines policy ensuring that there are systems in place to ensure that medicine and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless a doctor, dentist, nurse or pharmacist has prescribed them. 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 and/or carer and this will be administered by the School Nurse. At The Harrodian a written record is kept each time a medicine is administered to a child and the child's parents and/or carers are informed on the same day. (Statutory framework for EYFS 2012).
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- Each classroom has a sink area and children bring a healthy snack to school.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). At least one member of the EYFS staff has paediatric first aid training.
- A health and safety policy and procedure which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.

- A safeguarding policy stating how mobile phones and cameras are 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.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

Transition

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to a Question and Answer Session to ensure they know about school procedures and any concerns they may want to express (starts academic year 17/18).
- Reception staff attend Transition Meetings at Richmond Borough to gather information from current settings.
- Nursery and staff from the children's current settings are invited to attend our Transition Tea Party, which includes Reception staff as well as parents and siblings.
- Nursery/current setting staff and parents of incoming children are sent detailed information regarding school readiness expectations.

In the autumn term when the children start school:

- Parents are encouraged to complete an "all about me" booklet. It is used to support transition and to inform planning.
- Children integrate into school life by starting with half day sessions for one week.
- Reception staff use the 'Moving On' forms provided from previous settings as well as Baseline assessments to guide planning for each child.

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 and 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 Profile includes on-going observation, all relevant records held by the setting, discussions with parents and 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, 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 together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. 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.

Person responsible: EYFS coordinator

Last update: September 2017

Next update: September 2018