

## Sherard Primary School

<b>Unique Child</b> Every child is a competent learner from birth who can be resilient, capable, confident and self-assured	<b>Positive Relationships</b> Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person	<b>Enabling Environments</b> The environment plays a key role in supporting and extending children's development and learning	<b>Learning and Development</b> Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected
--	--	--	--

### **Early Years Foundation Stage Policy**

#### **Our Mission Statement**

We aim to create a secure, play-based and integrated environment where Foundation Stage children can become happy, independent learners and flourish at their own pace.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, the children join us in the Reception class at the beginning of the school year in which they are five. We also have a pre-school where children are able to start after their second birthday. (see Pre School information)

#### **Staffing & Organisation**

The EYFS Unit consists of both pre-school and one or two reception classes, depending on the size of the cohort. This year, our pre-school is led by a qualified teacher, alongside the operational manager and a team of qualified early years practitioners. The reception class is staffed by two qualified teachers, one HLTA and two full time teaching assistants. All of the staff are experienced in working with young children and hold Early Years qualifications

#### **The role of all adults**

This should include:

The recognition of the importance of the role of all significant adults, teachers, classroom assistants, nursery nurses and parents as partners.

- The understanding of the importance of warm, caring relationships between adult and child, to provide positive and meaningful interactions that enhance self-esteem and confidence
- The encouragement of well- planned quality play by adults who observe, interact and extend the children's activities in a way that positively affects the attitudes of learning that the children develop
- The provision of an appropriate mix of adult directed and child-initiated activities
- Promoting children's learning through planned experiences that are challenging but achievable.
- Modelling a range of positive behaviours
- Using language that is rich and grammatically correct to develop children's language.
- Direct teaching of skills and knowledge
- Planning the indoor and outdoor environment to provide a positive context for learning and teaching

Skilful and well-planned observations of children

#### **Confidentiality**

All adults working in the EYFS must understand that all information in the course of employment will be kept confidential. Details of children, families and staff must remain confidential and must not be discussed outside of school (see separate social networking and mobile phone policy).

## **The EYFS is based upon four principles**

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **A Unique Child**

At Sherard School, 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**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Sherard School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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.

For those children with special educational needs, the focus will be on removing barriers for children and on preventing learning differences developing. Children's learning differences will be identified at an early stage and teaching will respond quickly to areas of difficulty. This will involve working closely with parents and developing an effective strategy to meet these needs. This may involve working with staff from other agencies in drawing up a personalized learning plan.

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.

### **Welfare**

"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."

At Sherard School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for The Revised Early Years Foundation Stage 2021. We understand that we are required to:

- promote the welfare 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.
- Ensure that all staff are familiar with and maintain the mobile phone and camera policy

### **Health and safety**

The school's guidelines on health, medical and safety issues are followed by the EYFS.

Children will only be dismissed to a Parent or Carer at the end of the day unless staff have been notified of any change. The EYFS policy states that parents need to contact the school office if someone different is to be collecting their child. All children must be handed over personally to their Parent/Carer at the end of the day. No one under the age of 18 is allowed to collect a child in the EYFS.

At least one person who has a current Paediatric First Aid Certificate must be on the premises at all times when children are present and must accompany children on outings.

In the EYFS, we will continue to complete written risk assessments for any occasion that the children are leaving school premises.

### **First Aid**

All injuries must be recorded on Medical Tracker.

- Any head injury must be reported to the class teacher immediately, put on Medical Tracker, which will then inform both the school office and parents, and a text will be sent.
- If Nursery Nurses or TAs deal with any other first aid, they must inform the class teacher of the injury and treatment, and this must be logged on Medical Tracker.
- If a child has a minor injury and is well enough to remain in school, the class teacher must inform their parent on collection at the end of the day.
- If a child is collected by another adult, the class teacher must ring the parent, outlining details of the minor injury.

## Positive Relationships

At Sherard 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:

- talking to parents about their child before their child starts in our school.
- the teacher offers to visit all children in their home setting prior to their starting School.
- the children have the opportunity to spend time with their teacher before starting school during 'Taster' days and Transition sessions.
- inviting all parents to an induction meeting during the term before their child starts school.
- regular parent information letters about themes and ideas for activities to share with their child at home.
- Reception classes have dedicated pages on the school web site, containing parent's information, activity ideas and photographs.
- offering parents regular opportunities to talk about their child's progress in our reception class and allowing free access to the children's Tapestry 'Learning Journeys'.
- Asking parents to contribute to Tapestry, our online Learning Journey and assessment tool
- 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 reception teachers and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of their reception year.

We operate an open-door policy where parents can talk with us at the start and the end of the school day whenever possible.

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 teachers in the reception classes act as a 'Key Person' to all children in reception supported by the Teaching Assistants. In pre-school, all children will have a designated key person.

We have good links with both Sherard Preschool and other pre-school settings in Melton. Regular visits are undertaken by the EYFS teachers. In the Summer Term a welcome book and teddy are left at the Pre-schools as part of the transition process. The EYFS teachers meet with staff to discuss new intake children and attend EYFS training courses together. All the pre-schools visit with their children during the Summer Term. Staff and children from preschools are regularly invited to school events (Share days, Christmas productions etc.). At Sherard we aim to ensure continuity and coherence by sharing information about the children's achievements.

## Enabling Environments

At Sherard School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

### **Observation, Assessment and Planning**

The Planning within the EYFS follows our Long-Term Plans, Medium Term Plans, Weekly Plans and Daily Plans. The Long-Term plans contain an overview of the learning and development objectives for the year, with suggested themes to follow. The reception age range guide from the new Development Matters are then used to underpin themes and activities in our Medium-Term Plans. The MTPs are based around changing themes, which are used as a suggestion for activities and lines of development. The MTPs are used by the EYFS teachers as a guide for the weekly Planning. Weekly Plans contain whole class/group carpet sessions, adult-led activities in all areas and appropriate learning objectives. However, the teacher may alter these MTP's in response to the needs, achievements and interests of the children.

All EYFS staff are responsible for observing individual children's interests, assessing appropriate next steps for the child and implementing them. Ongoing individual planning and next steps are recorded on our spontaneous Planning sheets. Spontaneous Planning embeds the Observe/Assess/Plan cycle very effectively and ensures staff are supporting children's individual interests and development in a meaningful way. It informs individual next steps in learning for children, as well as enhancing continuous provision in the learning environment.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Our **Formative Assessment** informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, baseline assessment, other focused assessments and conversations with parents

All adults working in the EYFS are responsible for observing children. Children are observed for levels of well-being and involvement, interests and the Characteristics of Learning. As an EYFS we use Tapestry to record all observations and to note if children are working on track or not on track

### **The Learning Environment**

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The areas will include:

- An attractive and comfortable place to read;
- Sand dry and wet with a variety of equipment;
- Water with equipment;
- Mathematical and scientific equipment;
- A writing area with a variety of paper and tools to mark make or write;
- Imaginative play area;
- A variety of creative media such as paint, clay, wood, junk materials;
- Growing things;
- Collections of interesting objects to handle;
- Collections of musical instruments;

A variety of Information and Communication Technology (ICT) equipment including computers, remote control toys, CD players and tape recorders, interactive whiteboards and role play equipment;

- A variety of outdoor play equipment;
- An outdoor, undercover safe and secure play area.

All areas will be attractive and suitably resourced so that children are encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult.

Resources will be organised in such a way that children are enabled to make informed choices, select independently what they need and take responsibility for clearing away.

Children will be able to relate personally to the resources provided so that they:

- Reflect children's varied home and community experiences;
- Reflect the multi-cultural nature of the local community;
- Avoid gender stereotyping.

Having daily access to the outdoor environment is a priority at Sherard. For many children, it is their preferred space. The EYFS classes have their own enclosed outdoor and nature areas. Great emphasis is placed on ensuring that the outdoor learning environment contributes to all areas of learning. 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 chance 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 seven areas of learning. Children have access to the whole learning environment both in and out of doors for a substantial part of each session.

Resources outdoors and indoors are organised similarly to enable children to be independent and take responsibility.

All children are encouraged to take part in the full range of outdoor experiences.

## **Learning and Development**

At Sherard School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

### **Teaching and Learning Style**

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;

- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school.

### **The staff**

- Work in partnership with parents and carers;
- Promote children's learning through planned experiences and activities that are challenging but achievable;
- Teach skills and knowledge;
- Understand that children learn in different ways and at a different pace to each other;
- Use rich and varied language to help children develop linguistic structures for thinking;
- Plan both indoor and outdoor provision to maximise opportunities for children's learning.

### **Play**

"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."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves 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. They express fears or re-live anxious experiences in controlled and safe situations. All staff work together to foster the characteristics of effective early learning.

- Playing and exploring
- Active learning
- Creating and thinking critically

### **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."

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.

### **Creativity 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 should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can 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 classroom to extend their learning.

### **Areas of Learning**

The EYFS is made up of seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

We recognise the three Prime Areas (PSED, CAL, PD) underpin all the other areas of learning. The remaining Specific Areas support them and help strengthen children's learning and development. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

### **Monitoring and Review**

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

The Head teacher and EYFS coordinator will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

### **Leadership and Management**

Regular EYFS pupil progress meetings are held to discuss assessment, individual pupils, EAL/SEN issues and joint planning. All members of the EYFS are encouraged to attend to help the consistency and effectiveness of the EYFS team.

Priorities relating to the EYFS are identified in the School Development Plan.

Roles and responsibilities for all staff are reviewed in line with Performance Management Procedures and staff training and development needs are outlined in the School Improvement Plan.

All staff and governors are aware of the requirements of the Early Years Foundation Stage and the importance of this Key Stage in relation to children's learning and its impact on raising standards across the school.

The Coordinator responsible for the Early Years Foundation Stage is Mrs Tina Middleton

Date last reviewed: September 2021