

Early Years Foundation Stage (EYFS) policy

Griffe Field Primary School



Written by:	Hayley Dean	Date: 16.09.21
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Statement of intent

At Griffe Field Primary School & Nursery, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning. We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- Quality and consistency, 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 child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- [Updated] DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'

This policy is intended to be used in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- PSHE, Drug and Alcohol Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy

Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
 - Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four guiding principles shape our practice:

- 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 the school and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice. • Works in partnership with parents.
 - Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

Learning and development

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The 'prime' areas of learning and development are:

- Communication and language – listening, attention and understanding, speaking
- Physical development – Gross motor skills, fine motor skills
- Personal, social and emotional development – Self-regulation, managing self, building relationships

The 'specific' areas of learning and development are:

- Literacy – comprehension, word reading, writing
- Mathematics – number, numerical patterns
- Understanding the world – past and present, people, culture and communities, the natural world
- Expressive arts and design – creating with materials, being imaginative and expressive

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience. The EYFS lead will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.

- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace. The school is committed to the early identification of special educational needs in order to ensure that no child is left behind. EYFS teachers are swift in making referrals to the Early Health Team and other professional under the guidance of the SENCO.

The school works in close partnership with the parents of children who are identified as needing additional support. Teachers meet regularly with parents to share their targets and to enable parents to understand how they can help their child at home.

The learning environment and outdoor spaces

The classroom is organised in such a way that children can explore and learn in a safe environment. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe. There are toilet facilities available to the EYFS along with a supply of towels and spare clothes.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

In the final term of the year in which a child reaches age five, and no later than 30th June in that term, the EYFS profile will be completed by the child's class teacher. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy and take part in regular whole school training.

The DSL is Mrs Mitchell

The deputy DSL is Miss Morton.

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.

The DSL and deputy DSL will undertake child protection training as required. Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect

Health and safety

A first-aid box is located in the Reception classroom. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines. The EYFS teachers will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents.

Accidents and injuries will be recorded in the class accident folders located in each classroom. The school has a Fire Evacuation Plan in place and fire drills take place each term. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents. Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Parents are asked to sign permission slips for any visits out of school and use of photographs of their child. Parents are asked to complete admission forms and a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

Monitoring and review

This policy is reviewed annually by the EYFS lead and the headteacher. Any changes made to this policy will be communicated to all members of staff. All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy. The next scheduled review date for this policy is September 2021 to fall inline with revised statutory EYFS framework