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EYFS Policy

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Revision Record

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Binstead Primary School
The Early Years Foundation Stage (EYFS) Policy

Rationale

The Early Years Foundation Stage (EYFS) applies to all children from birth to five years - to the end of the Reception year. At Binstead Primary School, pupils join us at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) They are admitted *according* to the Isle of Wight's Admissions Policy. (Summer Born Children only: Parents may apply formally to the Local Authority to delay their child's entry in to school. Please see Isle of Wight School Admissions information for guidance and full details.)

Although the Early Years Foundation Stage prepares children for later schooling, we recognise it is a unique phase, important in its own right. The Development Matters in the Early Years Foundation Stage materials support the EYFS team to implement the statutory requirements of the EYFS.

Children join us from a range of pre-school settings all of which follow the same framework (EYFS). The four themes of the EYFS underpin all guidance:

A Unique Child - every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships - children learn to be strong and independent through positive relationships.

Enabling Environments - 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, parents and carers.

Learning and Development - children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. Staff must teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

(Development Matters in the Early Years Foundation Stage 2012)

Aims

Children develop in the context of their relationships and the environment around them. This is unique to each child and their family and reflects their individual communities and cultures. Our aim is to ensure that every child has the opportunity to engage in a curriculum which is built upon the Characteristics of Effective Learning and the Prime and Specific areas of learning and development. We strive to deliver activities and build an enabling environment which encourages children to engage with others playing and exploring, being active in their learning and are given the opportunities to create and think critically, supporting each child to remain an effective and motivated learner.

The Early Years Foundation Stage Curriculum

The EYFS is guided primarily by the Department for Education. This National guidance identifies the Early Learning Goals that children in the EYFS should achieve across the seven areas of learning and provides a development pathway for each area. The areas are divided into the **Prime Areas** and **Specific areas**.

Prime Areas:

These are fundamental, work together and move through to support development in all other areas -

- * Personal, Social and Emotional Development (Making relationships, Self-confidence and self-awareness, Managing feelings and behaviour)
- * Communication and Language (Listening and attention, Understanding, Speaking)
- * Physical Development (Moving and handling, Health and self-care)

Specific Areas:

These include essential skills and knowledge for children to participate successfully in society -

- * Literacy (Reading, Writing)
- * Mathematics (Numbers, Shape, space and measure)
- * Understanding the World (People and communities, The World, Technology)
- * Expressive Arts and Design (Exploring and using media and materials, Being imaginative)

All areas of learning are developed across a wide range of provision areas in our classroom, conservatory and outdoors, including structured play areas in both the conservatory and outdoors. Throughout the week children experience a balance of opportunities to learn through their own initiated play and through adult led class or group activities.

Learning and Teaching Style

The effective features of learning and teaching apply in the EYFS, Key Stage 1 and Key Stage 2.

The more general features of good practice in Binstead Primary School that relate to the EYFS are:

- The partnership between parents and teachers, 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 achieve the Early Learning Goals (ELGs) in each area by the end of the 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 regularly shared with parents
- The good relationships and regular monitoring to evaluate and improve what we do
- The regular identification of training needs of all adults working within the EYFS

Play

We believe that play is the most powerful way in which young children learn. Through play our children explore and develop learning experiences which help them make sense of the world. They practice 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 relive anxious experiences in controlled and safe situations. We do not make a distinction between 'work' and 'play'. The statutory framework suggests that for children nearing the end of the EYFS, a gradual shift toward more activities led by adults to help children prepare for more formal learning, ready for Year 1, should be planned for. Therefore children will be given the opportunity to participate in small groups completing highly structured activities planned for specific purposes.

Inclusion

In Binstead Primary School we value all our children. 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.

We set realistic and challenging expectations that meet the needs of our children, so that most children will have met each of the Early Learning Goals by the end of the EYFS. Some children progress beyond this point. We achieve this by responding to and planning for the needs of all pupils which may include - boys and girls, children with Special Educational Needs, children who are More Able, children with disabilities and children from differing social and cultural background, children from different ethnic groups and those from diverse linguistic backgrounds.

We aim to meet the needs of our children by:

- Planning opportunities that build upon and extend children's knowledge, experience and interests
- Using a wide range of opportunities to motivate and support children and 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

- Monitoring children's progress through on-going formative assessments is key within our practice using the Observation Assessment and Planning cycle (OAP). Where identified appropriate action is provided to support individual children, including appropriate external support if needed.

SEN (Special Educational Needs) and More Able Pupils

Some pupils will progress at rates outside the expectations. We aim to identify any Special Educational Needs as early as possible and to provide appropriate support and challenge. Pupils may be placed on a register of pupils with Special Educational Needs or Gifted, Able and Talented pupils. These pupils will have individual education plans (IEP)/Pupil Passports and may receive external support. Parents would be invited to be involved in discussions and in developing these plans. There is a support group which meets termly for pupils with Special Educational Needs.

Collective Worship

All children participate in a daily act of worship which is broadly Christian in nature. In the EYFS this may take the form of a short 'think about' Circle Time. Children join in whole school assemblies when the staff consider that they would benefit from these experiences.

Assessments

We make ongoing assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of a Baseline assessment carried out during the first 6 weeks at school followed by observations, 80% of which are taken from child initiated activities. Towards the end of the EYFS some more formal assessments, such as phonic screening, may take place if the teacher feels appropriate.

When a child enters the Reception class the teacher uses information from parents / carers, from the pre-school the child has attended and from informal discussions that have taken place during the child's induction to aid planning for the term and to provide a range of learning opportunities appropriate to the child. From then on the teacher and supporting adults will make observations of children while they are engaged in learning. We use this information to modify the teaching programme for individuals and groups of children. We share this information from our ongoing assessments with parents and children at their termly 'Star Pupil' consultation.

Documentation which supports observational assessments is recorded by the staff. This may include photographs, examples of independent writing, drawings, paintings or annotated work. Every child has a Unique Child Profile which is updated every half-term and shared with parents using an online program called 'Tapestry'. This is then shared at the 'Star Pupil' meeting. There is a statutory requirement to report at the end of the EYFS using the EYFS profile at point of transfer to Year 1. A best-fit judgment is made

about each child as to whether they are showing typical development for their age (expected), may be at risk of delay (emerging) or ahead of their age (exceeding). A statement within each area of the characteristics of effective learning will also be recorded. On occasions these reports and the supporting evidence collected will be externally moderated.

The Role of Parents

We recognise and value the role that parents have as their children's first educators and the contribution parents make towards their children's ongoing learning.

We:

- Ensure that each child has an assigned Key Person who will be responsible specifically for the emotional well-being of the children in their group.
- Work with parents / carers to build a picture of the child's abilities, interests and development needs prior to the child entering the Reception class, by meeting with parents at school for an informal discussion
- Ensure that parents / carers have opportunities to become familiar with the principles of the EYFS and curriculum framework and with how it is delivered at Binstead Primary School by inviting parents to 'Inspire' meetings during the summer term before the child starts school and then through 'Family Learning Events' throughout the year.
- Encourage parents to attend their child's termly planning meeting to be given information on topics to be explored and opportunities for parents to ask any questions
- Consult with families about the times of meetings to avoid excluding anyone
- Welcome contributions from parents / carers and provide opportunities for parents to contribute from their own skills, knowledge and interests (WOW moments)
- Involve parents / carers in shared record keeping about their own child and inform them of their child's progress on a regular basis
- Make sure that parents are kept well informed through the weekly 'Binstead Buzz' newsletter and through individual notes in the child's reading diary
- Provide guidance, advice and written resources to support home learning
- Make known to and consult with, parents and provide parents with information and documentation
- Make known to parents the systems for registering queries, complaints or suggestions
- Encourage parents to become active participants in the 'Friends of Binstead' and whole school initiatives and events

Resources and Playtimes

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment which reflect both the local community and wider world. We encourage the children to make their own selection of activities and resources on offer and encourage independence.

The EYFS is housed in a brightly coloured classroom with a purpose built conservatory which leads directly to an enclosed outdoor area, with an all-weather shelter. The children are encouraged to use all areas during the day. The children take their breaks as and when the Reception staff deems appropriate, not interrupting play to 'go out to play'.

The children always have the first sitting at lunch time and then during the first term remain in their play area with the view of joining Year 1 children after this time for lunch time activities supervised by lunch time staff.