

Huby CE Primary School

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 Huby CE Primary School, children join Reception in September of the school-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.

AIMS:

At Huby CE Primary School we endeavour to:

- ensure that children "learn and develop well and are kept healthy and safe."
- support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

The Curriculum for EYFS is based upon four principles:

- **A unique child** - developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** - supporting the children in becoming strong and independent.
- **Enabling environments** - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** - An acknowledgement that children learn in different ways and at different rates.

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 within a Christian ethos.

At Huby Primary School we meet the needs of all our children by:

- 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.

It is important to us that all children in the school are 'safe'. We aim to teach children about 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 are encouraged to take appropriate risks, but they are also taught how to recognise and avoid hazards.

"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 Huby Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. 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 Huby Primary School we believe that children learn to be strong and independent through positive relationships, which are initiated before the child starts school. Wherever possible, the teacher spends time with the children in their pre-school setting. Children are invited to attend transition sessions during the summer term prior to starting school in September and they then attend school part-time during the first three weeks depending on their term of birth.

Positive relationships are warm and loving and foster a sense of belonging. Adults at Huby Primary School are sensitive and responsive to each child's needs, feelings and interests and they are supportive of the child's own efforts and independence. In order to assist children in developing positive relationships with their peers, all adults are consistent in setting clear boundaries which also promotes good behaviour.

Parents as Partners

We recognise the important role that parents play in their children's education.

We do this by:

- inviting all parents to an induction meeting during the summer term prior to their child starting school, and providing general information about what they should expect during the following year;
- inviting all parents to a curriculum information evening to explain how we aim to work with their child, particularly in relation to reading and phonics;
- operating an 'open door' policy and encouraging parents to talk to the child's teacher if there are any concerns;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits and enrichment weeks;
- inviting all parents to attend formal parents meetings twice a year at which the teacher and the parent discuss the child's progress;
- providing parents with opportunities to celebrate their child's learning and development and add their own comments in their child's personal learning journey record during school holidays;
- making appropriate and relevant comments in the child's home-school diary (Reading Record) and responding promptly to comments made by parents;
- writing a formal report, detailing their child's attainment and progress at the end of the school year and sharing their child's achievements in relation to the Early Learning Goals.

Enabling Environments

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. We aim to create an attractive and stimulating learning environment where children feel confident, secure and suitably challenged. The children have daily access to both indoor and outdoor environments, both set up with discrete areas of learning as part of planned continuous provision.

Learning and Developing

Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in each child's individual learning journeys. There are seven areas of learning and development, of which three are "prime areas," and four are "specific areas."

Prime areas: Communication and Language
 Physical Development
 Personal, Social and Emotional Development

Specific areas: Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Religious Education is also taught in Reception in accordance with the North Yorkshire Agreed Syllabus.

At Huby Primary School:

"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 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 2012)

The way in which activities are planned and guided will reflect on the different ways children learn and practitioners will reflect these in their practice. At Huby Primary School we support children in using the three characteristics of effective teaching and learning.

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

Assessment

Ongoing assessment is an integral part of the learning and development process. Practitioners observe children individually to understand their level of achievement, interests and learning styles, and then shape learning experiences for each child to reflect these observations. Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed regularly throughout the year. 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.

During the final term in Reception, the EYFS Profile is completed for each child. This 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. Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether children are meeting expected levels of development, if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Special Educational Needs (SEN)

All children are treated as individuals and have equal access to all provisions available. Children are encouraged to achieve their personal best and planning is adapted to meet the needs of all individuals. 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. If a child's progress in any prime area gives cause for concern, this is discussed with the child's parents and/or carers and appropriate steps are taken in accordance with the school's policy for SEN through discussion with the SENCo.

Equal Opportunities

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 EYFS curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Transition Arrangements

From Pre-school settings

During the Spring and Summer terms prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Wherever possible, the teacher spends time with the children in their pre-school setting, starting in the Spring Term.
- Parents are invited to a meeting to ensure they know about school procedures and to address any concerns they may have.
- Children are invited to attend transition sessions during the summer term prior to starting school.
- Parents are encouraged to complete an "All about me" booklet during the Summer term. It is used to enable practitioners to quickly build positive relationships with the children and to inform planning.
- Members of staff from other settings (eg. Patchworks) will visit the school. The number of visits will depend on each child's needs and how much information gathering is required in order to support the child's transition.
- Children attend school part-time during the first three weeks depending on their term of birth.

From Reception 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. This is then shared with the teacher the child will have in Year 1, although at Huby Primary School the child may remain with the same teacher for another year.

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