



# George Carey CofE Primary School EYFS Policy - Updated 2015

## 1. School Mission Statement

A Christian School for All



## 2. Our Aims

In the early years we recognise that children are developing more rapidly and learning faster than at any other time in their lives. Our aim is to give every child as much help and support to enable them to become part of our school community and to realise

their full potential. We will provide every child with a safe and stimulating learning environment as well as valuable education in a caring and supportive Christian ethos. We see parents as partners with us and the Church in their children's learning. **Every child in our community is equally important to us, regardless of race or creed and we value all their achievements and contributions.**

### **3. Equal Opportunities / Inclusion**

Our Mission Statement embodies explicitly and implicitly the understanding that as Christians we are committed to achieving a positive caring ethos in our school for all children. We aim to promote equal opportunities through affirmative action recognising and celebrating richness in diversity.

We also recognise that our children will learn/explore their world in different styles (visual, aural, kinaesthetic) and we aim to account for this in the learning opportunities we provide. The curriculum will be differentiated to ensure access for all children and with close reference to school policy, enabling them to reach their full potential and will utilise SEAD materials to ensure all, both children and staff have an inclusive approach.

In the event of a child experiencing significant difficulty, concentrated observations over prolonged period will be carried out and their learning profile discussed with the Special Needs Co-ordinator (SENCO) & Inclusion lead. As part of this early identification advice may be sought from outside agencies, such as Speech & Language Therapy Service with the permission of parents as per the statutory requirements under **SEND code of practice July 2014**.

Provision will take account of the needs of children speaking English as an Additional Language (EAL) - lessons will use VAK teaching/learning principles. Activities, signs/prompts & displays will be catered to all & we will aim to capitalise on the opportunities EAL children can provide to enrich the learning for all our children and where appropriate support and advice will be sought from parents, siblings, older children and LBBB EMAT. Where children are identified as needing a boost towards the recognised 'Good Level of Development' for the end of the EYFS this will be done through data analysis and usually involve small group interventions and where it is deemed appropriate 1:1 support.

### **Safeguarding**

In our school and in our Early Years provision, safeguarding is a priority. We look to ensure that children feel safe and we aim to promote children's welfare and strive to safeguard children at all times. We look to ensure children's safety, while not unduly inhibiting their risk-taking.

### **Key Person**

Each child is assigned a key person who helps to ensure that every child's care and learning is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents (EYFS 2012: 3.26)

### **Behaviour**

Behaviour is to be managed in a positive way always acknowledging that **a child may have a problem rather than being a problem child**. Strategies will accentuate how to do well in the EYFS as a model of how to help children who are struggling with this. See *Going for Gold* behaviour system below.



## **4. Parents as Partners**

We believe that parents are children's first and most enduring educators and when parents and practitioners work together in Early Years settings, the results have a positive impact on children's development and learning. We encourage parents to contribute to our assessments and provide advice and support on how learning and development can take place at home.

In addition to this each year the school runs the Families and Schools Together parent support programme, prioritising foundation stage families with the aim of providing support to families as they begin the school journey.

## **5. Curriculum**

Our curriculum will follow the seven areas of learning below that are the corner stones of the **Early Years Foundation Stage** utilising a topic based approach where appropriate.

There are 3 **Prime Areas**:

### **Personal & Social Development**

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behavior

### **Communication & Language**

- Listening and attention
- Understanding
- Speaking

### **Physical Development**

- Moving and handling
- Health and self-care

And 4 **Specific Areas**

### **Literacy Development**

- Reading
- Writing

## Mathematical Development

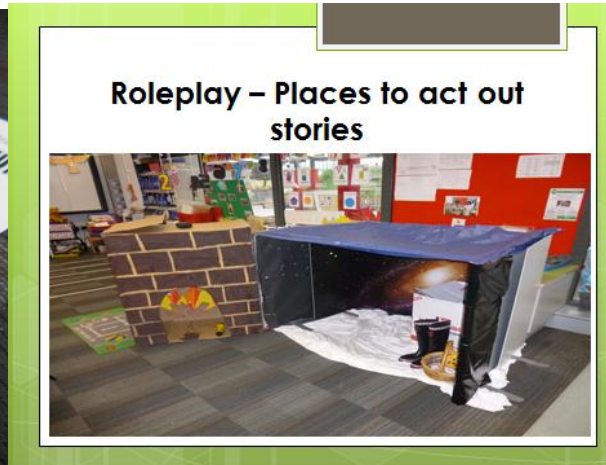
- Numbers
- Shape, space and measure

## Expressive Arts & Development - creative

- Exploring and using media and material
- Being imaginative

## Understanding of the world

- People and communities
- The world
- Technology



The children are judged on where they are 'developmentally' in these areas at the end of Reception. These levels are fed back to parents and the borough and from there they are sent to the Department for Education.

For a child to reach the 'Good Level of Development' they need to be judged as having attained the 'Early Learning Goal' for all of the prime areas as well as Literacy and Maths from the specific areas.

### Healthy living

We promote children's awareness of the factors that support a healthy lifestyle, including a balanced diet, the importance of regular exercise and an active daily routine, including travelling to school, feeling good about yourself and a tolerance and respect for others and their beliefs. In order to lead a healthy life children are encouraged to interact with their world, and to develop a sense of wonder and curiosity. We value the taking of risks in learning and the questioning of the things around them.



The school also has to report on the specific way each child learns under the framework of 'Characteristics of Effective Learning.'

## 6. Characteristics of Effective Learning

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

### Playing and exploring- engagement

- Finding out and exploring
- Playing with what they know
- Being willing to "have a go"

#### **Active learning - motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

#### **Creating and thinking critically - thinking**

- Having their own ideas
- Making links
- Choosing ways to do things



## How can I help with my child's learning?

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school. Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas.

If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a young learner.

### 7. Objectives

We aim to promote the development of children as independent learners, using observation to inform planning and continuous provision and motivating topics to which the children and families can contribute. We aim for the children to be able to:

- Feel both secure & valued from a social emotional/well being perspective and to be able to become 'involved' (focused) with their work
- Self-motivated, enthusiastic and curious in their attitudes to learning



- Independent not only in their choice of learning opportunities but also in their ability to select, use and put away resources appropriately
- Able to focus on, and persist with, self-chosen tasks, and to co-operate in group learning
- Able to listen to others attentively, and to contribute appropriately
- Willing to experiment and not be afraid of making mistakes

## 8. Teaching and learning

### All adults will:

- Support and value children as individuals, respond sensitively to their needs and positively encourage the learning skills and attitudes identified as objectives to ensure consistency and security
- Have high expectations of children's capabilities and help them to reach their full potential
- Set consistent standards for children's behaviour, with reference to school policies and mission statement and in Reception, with agreed class 'Golden' rules
- Be enthusiastic and willing to learn and open to new challenges/opportunities
- Demonstrate high levels of classroom organisation and management
- Plan and work effectively as members of a team and be able to adapt flexibly when children's contributions might show a better way
- Seek to understand aspects of child development that directly affect learning
- Understand how children learn through first-hand experience and purposeful play, and be able to build on this to extend children's knowledge, skills and understanding
- Be able to work with/observe fellow foundation staff through peer observations to gain an understanding of continuity and progression and ideas from others
- Offer children the time and space to produce work of quality and depth through appropriate planning, evaluation, scaffolding, resourcing, organisation and management.
- Consult with children & parents about how to enrich their learning and topics
- Be willing & keen to undertake relevant CPD

### The learning environment will:

- Be made explicit to the children and understood by them
- Emphasise the importance of language with clear and varied print & pictures presented at children's eye level wherever possible
- Emphasise 'Talk Friendly' spaces to promote language development
- Be clearly organised into areas of provision, including the 7 areas of the **EYFS**.
- Have resources which are easily accessible, well maintained and relevant to the child's life experience
- Use the outdoor environment as a classroom for its own learning opportunities as well as to complement and extend the indoor space and provision - it's not just to let off steam!
- Attract the children's interest by stimulating presentation, including recent and relevant samples of the children's own work, without creating an environment that is too cluttered or overwhelming for children
- Display the children's own work as a celebration of both progress and achievement and from an emotional point allow children to display a photo of someone/thing that is important to them



### Teachers will:

- Appoint a key worker for each child and use this role to liaise and observe the children
- Take part and in some cases lead a joint planning process to make full use of, and to develop, the skills of all the adults working with the children
- Consult both children and parents in the run up to a new topic so that their opinions can inform medium term plans

- Consult with children and adults on a daily basis where appropriate to inform planning
- Ensure that planning covers all areas of the curriculum, and is undertaken on a daily, weekly and topic basis;
- Ensure that evaluation takes place, formally and/or informally, on a daily, weekly and termly basis;
- Ensure a balance of adult-directed tasks and child initiated activities, to which the adults will respond both positively and sensitively
- Ensure that there is consistent and on-going communication with parents
- Ensure that assessments and achieved targets are noted with regard to the EYFS Pupil Profile & progress through the phase is tracked
- Use **Transition policy** and **EYFS** data to inform Y1 teachers of the abilities/talents/needs of the children moving on to Y1
- Avail themselves of specific training opportunities within the borough and beyond where appropriate.

## 9. Progression and Assessment

All children's achievements will be monitored and recorded, to ensure progression in their learning and to inform planning, in line with school policy.

Assessment begins with on-entry borough assessment in the Nursery, and thereafter is regularly undertaken by:

- Specific observation of individual children's access to the curriculum
- General ongoing observation of classroom activities
- Deep level obs over period of a week 3 times a year
- Planned assessment opportunities within adult-directed activities in specific areas of learning
- Observational and recorded information that feeds directly into the planning
- Children's progress through the phase will be tracked with SLT 3 times a year and informally within teams on a more regular basis using Integris software package

## 10. Baseline in Reception

From Sept. 2016 it is statutory for a baseline to be taken in Reception which will be taken on entry during the settling in period. All schools have been asked to select a preferred baseline from a list of 6 approved by the government - after meetings at both

borough level and with 3 of the 6 companies we have decided to register our interest in the 'EExBA' from the Early Excellence Centre - you can read more about this @ [www.earlyexcellence.com](http://www.earlyexcellence.com) . We will pilot this from Sept. 2015.

Children's progress, including written records, 'I Can Do,' and 'Special' books and Obs/Ass records will be shared with parents and their comments invited.

Pupil Profiles, IEPs, PIF, copies of school reports will be passed to a child's subsequent teacher, together with discussion of each child's particular strengths/difficulties.

Monitoring of classroom practice, with reference to EYFS policy, will be undertaken by the EYFS Co-ordinator & other members of SLT as well as borough advisory staff and external advisors - all of whom have been involved in quality control since the school opened in 2011. This in turn will be monitored by the Head Teacher, in line with the school-monitoring programme. Subject co-ordinators will also monitor content and progress in the EYFS.

## 11. Resources

Nursery and Reception classes will provide and maintain in good order and give the children regular access to:

- A quiet, comfortable area for reading activities and listening to taped material
- 'Communication Friendly Spaces' areas that can be utilised within the unit
- A wide variety of mark-making equipment
- Equipment for sorting, matching, counting, measuring and using shape and pattern, deployed in a variety of contexts
- Equipment to enable children to make scientific observations and experiments, including sand and water
- Computers and appropriate keyboards and software
- Cooking materials and equipment
- Growing and living things, with opportunities to care for them
- Areas of equipment for imaginative and role play
- A variety of both dedicated equipment and found resources for creative activities, including music

- Open access to outdoor equipment and learning opportunities to enable children to work on a large scale & use their own ideas & skills
- The allotment in the Nursery to grow cook & eat a diversity of fruit & veg
- A range of floor and table construction equipment interactive displays
- Available resources and space (in and out of doors) will be used collaboratively across the Early Years department, to the maximum benefit of the children's learning

## **12. Home Visits / Transition**

Every effort will be made to ensure a child's successful transition from home to school, and to establish a working partnership with parents/carers. Families will receive a home visit before children begin in the Nursery. This will enable both staff and parents/carers to work together to ensure a smooth transition from home to school based on a shared dialogue. Staff will then be familiar with any needs and can address them during settling-in period. Parental support and suggestions are welcomed and valued. Staff will make specific arrangements for both formal and informal dialogue. Any children entering Reception who have not been visited (didn't come to Nursery etc.) will be visited prior to starting in Reception as well.

Arrangements for settling children in to the Nursery and subsequently into Reception are described in the Settling-in Policy. See also the YR-Y1 transition policy.

## 10. Long term commitments

# George Carey: EYFS Long Term Plan: Principles into Practice 2015

A Unique Child	Positive Relationship	Enabling Environments	Learning & Development	Areas of Learning/Dev
<p><b><u>Child Development</u></b>  <b>Competent Learner:</b>            Build on what children can do            First Hand meaningful experiences. Child initiated play  <b>Skilful Communicator:</b>            Enjoyable, high quality adult/child interactions: practitioners comment, explain, repeat &amp; expand vocab. <b>ECaT</b></p>	<p><b><u>Respecting Each Other</u></b>            Consult &amp; value parental &amp; child's input. Supportive staff environ. Use of SEAD materials to help children understand feelings &amp; build friendships. Promoting an understanding &amp; dev respect of everyones needs, cultures &amp; views.</p>	<p><b><u>Obs, Ass &amp; Planning</u></b>            Timetabled Obs &amp; discuss between all staff internal moderation Look listen &amp; note, then reflect on learning &amp; dev. Then plan next steps. Harvest children's &amp; parent's ideas to add to topic webs. Track children's progress through EYFS Profile</p>	<p><b><u>Play and Exploration</u></b>            Challenging indoor &amp; outdoor environ where children's play can be supported &amp; extended. Open ended resources to facilitate child initiated play. Staff joining in as play partners &amp; co-explorers. Support &amp; extension of children's Comm. &amp; social skills through play.<b>ECaT</b></p>	<p><b><u>PSED:</u></b> Learning dispositions.            Key workers. SEAD, Persona Dolls, Circle times. Modelling of behaviour &amp; attitudes. Praise Assemblies for YR. Drama. Positive praise.  <b><u>EAD:</u></b> Value &amp; facilitate creativity, multi sensory exp. Use of music/drama specialists            Where possible</p>
<p><b><u>Inclusive Practice</u></b>            Early id &amp; support of sp/needs            Partnership with parents &amp; other agencies where appropriate            Respect of &amp; to other cultures &amp; needs.            Accessible &amp; enabling environment. Visual timetables, symbols, signing, use of home languages (EAL) advocated</p>	<p><b><u>Parents as Partners</u></b>            Home visits for all in F/S            Parental opps to obs own child            Parental opps to read with child            Newsletters/Notices            2 way communication via Learning Journal            Parent helpers &amp; Parents sharing skills /cultures</p>	<p><b><u>Supporting Every Child</u></b>            Individual Learning Journeys.            Plan appropriate, realistic experiences that match &amp; build on Children's interests            Differentiate experiences for those who need extra support or challenge            Value Parental input</p>	<p><b><u>Active Learning</u></b>            Individual learning journeys. Environment to promote choice &amp; independence through child initiation. Children to be given time to sustain involvement in activities. Staff to challenge &amp; extend children's thinking skills. - sustained shared thinking</p>	<p>Child initiated play, role play, art, design dance music etc.  <b><u>CL:</u></b> Primacy of oral dev. Rhymes, songs, Fairy Tales, stories with acting out - Pie Corbett- Sound/print rich environ. Letters &amp; Sounds Model &amp; dev of reading &amp; writing  <b><u>Literacy</u></b> - emergent reading &amp; writing provision developing into explicit teaching of associated skills</p>

<p><b><u>Keeping Safe</u></b> Warm responsive care, safe policies. Awareness of dietary/medical needs. Safe, secure environment. Clear boundaries/routines. Help children to risk assess</p>	<p><b><u>Supporting Learning</u></b> Obs &amp; listen to children, build positive rel. Act as children's 'play partners', 'co-explorers/co-researchers' &amp; facilitators for learning. Model Learning/listening &amp; reflection</p>	<p><b><u>The Learning Environ.</u></b> Adaptable &amp; creative space both indoors &amp; outdoors. Children involved in planning layout &amp; keeping it tidy. Area to reflect children's achievements/talents Flexible open ended resources</p>	<p><b><u>Creativity &amp; Critical Thinking</u></b> Balance between adult &amp; child led activities. Open ended areas &amp; resources to allow creative choice. Use profile books to revisit &amp; cement learning that has occurred.</p>	<p><b><u>Maths:</u></b> Real-life probs. Explore maths concepts through play-indoors/outdoors. Songs, stories, rhymes, construction, emphasis on calculation as well as pure number <b><u>UW:</u></b> Exploring/investigating World around them. Cooking, ICT, D&amp;T local visits/visitors</p>
<p><b><u>Health &amp; Well Being</u></b> Open access to healthy snack/drink table. Use of outdoor environment. Balance of active &amp; restful activities Hygienic &amp; healthy environ.</p>	<p><b><u>Key Person</u></b> Key worker to know feelings/ideas/behaviour of child &amp; to help them feel settled, secure &amp; confident. Regular dialogue with parents</p>	<p><b><u>The Wider Context</u></b> Good comms.with other settings &amp; relevant agencies to smooth transition &amp; continuity of learning. Contacts &amp; visits with Parental &amp; local community.</p>	<p><b><u>Areas of learning &amp; Dev.</u></b> 7 areas covered. Equally important. Informed by child's Obs &amp; input. Professionals ensure balanced curriculum provided, backed by EYFS.</p>	<p>Explore cultures of our children Through round world topics <b><u>Phys. Dev:</u></b> Gross &amp; fine dev Phys. Challenges in play esp. outdoors to dev left / right brain linkages. Modelling of healthy lifestyles - snacks, cooking etc</p>

## References

1. George Carey school policies on Equal Opportunities, Special Educational Needs, T & L, Assessment and Monitoring
2. Guidance for Early Years Foundation Stage
- 3.EYFS Profile
- 4.LBBD Better Beginnings
- 5.Nursery Handbook

**Summer 2015**