

MICKLE TRAFFORD VILLAGE SCHOOL

Early Years Foundation Stage (EYFS) Policy

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| Date of scheme | Autumn 2019 |
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Signed..... Head Teacher

Signed.....Chair of Governors

"Every child deserves the best possible start in life and support to reach their full potential. A child's experience in the early years has a major impact on their future life chances. A secure and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

Statutory Framework for EYFS

Early Years Foundation Stage (EYFS) Policy.

Document Purpose

This policy reflects the values and philosophy of Mickle Trafford Village School, in relation to the teaching and learning goals of the children in the Foundation Years. The policy is a framework, within which all staff work, and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Department for Education & Skills Document, *The Early Years Foundation Stage*, which sets out what pupils should be taught in different areas of learning.

Philosophy

The philosophy of Mickle Trafford Village School EYFS is to provide a firm foundation on which all aspects of education are built. We aim to provide a Curriculum that is broad and balanced in content and wide-ranging in approach, helping to ensure future progress and success. We believe that we should create a learning environment that is motivating, exciting and caring, in order to contribute to the children's positive self-esteem and to instil a love of learning. We seek to "*promote teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.*" (Statutory Framework).

Aims

The overall aims for the children in the Foundation Years are:

- to enjoy the process of learning
- to experience equality of opportunity in a caring, safe and secure environment
- to be valued as individuals and acquire self-confidence, independence and self-help skills
- to develop enquiring minds, encouraging independent thought
- to gain knowledge, skills, concepts and attitudes that relate to all areas of the Curriculum and to life
- to learn attention skills and persistence, in particular the ability to concentrate
- to cultivate positive attitudes, values and beliefs and develop an understanding of, and respect for, other people's beliefs and cultures
- to experience personal achievement and appreciate the achievement of others
- to develop a positive self-image and an understanding of their value in society
- to acquire the skills to communicate their needs, feelings and experiences
- to develop respect and responsibility for self and others.

Our Vision

To develop children into happy, eager, confident, safe, curious, resilient, independent, reflective, creative and respectful learners who enjoy learning on their own and with others.

By the end of their year in Reception, we aspire for all children to have made a good level of development in the prime and specific areas of the EYFS curriculum and for each child to have developed effective characteristics of learning so they are ready for Year 1.

All staff at Mickle Trafford Village School make every effort to support and take care of the young children, assisting them in the cloakroom, getting changed for PE and other practical activities, while encouraging independence and self-help skills. School Staff supervise the children on arrival in school, at break times, lunch times and at the end of the school day until they are collected.

Early Years Foundation Stage (EYFS) Policy

The EYFS applies to children from birth to the end of the reception year. At Mickle Trafford Village School children enter Reception Class in the academic year they turn 5.

In partnership with Parents and Carers we support children in beginning the process of becoming active, lifelong learners.

The EYFS is based on 4 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.

“ Four guiding principles should shape practice in early years settings. These are: • 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 practitioners and parents and/or carers; and • children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.” (Statutory Framework)

A Unique Child: *“every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;”*

At Mickle Trafford we recognise that every child is a competent learner who has the capacity to be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. We acknowledge that children’s attitudes and dispositions to learning are influenced by feedback from others so we use praise and encouragement and rewards to celebrate what the children do well within a framework of consistent expectations to encourage the children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

- *“The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.”*

All children and their families are valued at Mickle Trafford Village School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. 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. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school’s SENDCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school’s Inclusion policy and SEN policy.

Planning for Learning and Teaching

“Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the

areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that 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.” (Statutory Framework).

This guidance is implemented in the following ways

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.

In order to accommodate the individual’s particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Welfare

“The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare” (Statutory Framework).

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.

“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 Mickle Trafford Village 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 and we maintain a separate welfare file for all staff to reference. 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 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 Mickle Trafford Village 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

At Mickle Trafford Village School we recognise the importance of the role of parents and the significant influence that they have already played in the early education of their child. We wish to build a firm partnership that benefits and enhances the development and well-being of their child and we recognise the role that parents have played, and their future role in educating the children. We involve parents and encourage continued involvement and interest by them in their child's education.

We do this through:

- Making a home visit to talk to parents/carers about their child before their child starts full time school;
- The children have the opportunity to spend time with their teacher before starting school during preliminary visit sessions and through visits by Pre-School.
- Inviting all parents to an induction meeting during the term before their child starts school in Reception in order to detail how we aim to work with their child.
- 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 time the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of the school year.
- Arranging a variety of activities throughout the year that encourage collaboration between child, school and parents: celebration assemblies, school visits, fundraising activities, Christmas craft morning and parents are welcome to volunteer to help on school days.
- Providing parents an opportunity to celebrate their child's learning which inform planning and provision.
- Parents can ring or email school to contact the teacher at any time or regular contact is enhanced through texting and informal contact at the beginning and end of the day.
- Provide a quiet and confidential area if parents want to discuss any concerns.

Enabling Environments

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

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure practitioners follow children's current interests and experiences. These observations are recorded on an online learning journal called Tapestry, Butterfly Books, Writing Journeys and Record of Achievement books.

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.

Learning and Development

Teachers and teaching assistants provide the curriculum in Reception class.

There are seven areas of learning and development of which three are “prime areas” and four “specific areas.”

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The seven areas help practitioners plan the learning environment, activities, experiences and framework for the Early Years Curriculum. This does not mean that all the young children’s learning is divided into these areas. One experience could provide a child with opportunities to develop a number of competencies, skills and concepts across several of the areas.

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. 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. However, if a child’s progress in any prime area gives cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child. This may also include a discussion with the SENDCo in order to access Special Educational Needs support.

The Learning Environment and Teaching

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are places where the children can be active, quiet or rest. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS class have their own enclosed outdoor area which has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and on different scales. We plan opportunities to help the children develop in all of the seven areas of learning both inside and out.

Play

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 develop their communication with others as they actively solve problems.

“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)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Mickle Trafford Village School we support children in using the three characteristics of effective teaching and learning.

These are:

- **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)

Religious Education is also taught in the reception class in accordance with SACRE guidelines.

Equal Opportunities

All members of the school are treated as individuals. 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 ensuring all children have access to the whole Curriculum and opportunities to make the greatest progress possible in all areas of the Foundation Stage. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Staff will ensure that all children feel secure, included and valued. No child should feel excluded or disadvantaged because of ethnicity, culture, home language, family background, special needs, disability, gender or ability.

Health and Safety

At Mickle Trafford Village School there are clear procedures for assessing risk, which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, annual risk assessments are reviewed in relation to the EYFS setting and in safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework, at Mickle Trafford Village School we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date.
- Provision of fresh drinking water availability at all times.
- Children's dietary needs are recorded and acted upon when required.
- The classroom has a snack tray and sink area to provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. Some teachers and TAs are paediatric first aid trained so that ample staff can ensure safety during the school day and any educational visits.
- The whole school behaviour policy clearly details expectations of staff, children and parents.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy are kept centrally and copies in each teaching area.
- Mobile phones use and camera use are detailed in the staff handbook and are to be stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

Transition into EYFS

During the weeks prior to a child's entry into Reception the following procedures have been put into place to ensure successful transition:

- Parents are invited to an Early Years information evening where they are given a guide to starting school with a welcome pack and the opportunity to meet and discuss any concerns with teachers.
- Parents/Carers are offered a home /school visit to ensure they know about school procedures and allocation of classes and key worker and any concerns they may want to express. Other key information is also shared with parents at this point.
- Parents are encouraged to complete an "all about me" book. It is used to support transition and to inform planning.
- Before transition into Reception preliminary visits are made and children are also invited to a welcome party and parents to a coffee and cake afternoon.

From Reception Class 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.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Parents are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.