

# EYFS Policy



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Academic year	Head teacher	Deputy Head	Assistant Heads	School Business Manager	Chair of Governors
2022/23	Mrs R Hocking	Mr R Warren	Mrs S Leaver & Mrs K McCall	Mrs E Taylor	Mrs L Gray

## Policy review dates:

Review Date	Changes made	By whom	Date Shared
July 2020		S Leaver	
November 2021	Yes – Assessment	S Leaver	
September 2022	Staffing	R. Hocking	

## Introduction

This document outlines the philosophy, aims and principles of early years learning and teaching in Swalwell Primary School. The document underpins practice in all areas of provision.

Early childhood is the foundation on which children build the rest of their lives. At Swalwell Primary School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and

development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS applies to children from birth to the end of the reception year. At Swalwell Primary School, EYFS applies to children attending from the age of three years to the end of the Reception year when they are five years of age.

### **Aims**

At Swalwell Primary School we aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and learning and teaching is based on the understanding that children develop at different rates.

At Swalwell Primary School we aim to:

- provide a safe, challenging, stimulating and caring environment which is sensitive to the needs of the child, including children with additional needs;
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development;
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development in the indoor and outdoor environment; • use and value what each child can do, assessing their individual needs and interests and helping each child to progress;
- enable choice and decision-making, fostering independence and self-confidence;
- work in partnership with parents/carers and value their contributions;
- ensure that all children feel valued, respected and included and that classroom resources and activities reflect the culture and language of their homes.

The 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.

### **The Unique Child**

We recognise that every child is unique and is constantly learning and that they can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. All children and their families are valued within our school and we give our children every opportunity to achieve their best. We help them do this by planning to meet the individual needs of all children, including children with special educational needs and disabilities, children who are more able and children from all social, ethnic and cultural backgrounds. Children's attitudes and dispositions to

learning are influenced by feedback from others and as such we use praise and encouragement, as well as daily and weekly celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion / Special Educational Needs and Disabilities (SEND)**

All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. It is important that all children have equal access to the EYFS curriculum. We strongly believe that early identification of special needs is crucial in enabling staff to support the development of each child and fully meet their needs. It is therefore crucial that assessment takes in to account the contributions from a range of perspectives. Concerns are always discussed with parents/carers at an early stage in an open, honest and sensitive manner and we will always seek their support and involvement. The school's SENDCo is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

### **Positive Relationships**

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families.

#### Parents as partners

We recognise that parents/carers are the child's first and most enduring educators and we value the contribution they make. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. We do this through:

- inviting parents to look around the setting before their child starts;
- conducting home visits for Nursery children, where the parent and child have the opportunity to spend time with the teacher and ask questions before starting school;
- talking to parents and any relevant professionals about their child before their child starts in our school;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal parents evening twice a year at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;
- inviting Reception parents to a meeting during the Autumn term in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- by giving Nursery children a staggered start to school with the opportunity for stay and play at the beginning of the session;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration / craft sessions, school visits;
- providing parents an opportunity to share and celebrate their child's learning and development through the use of Tapestry as well as having the learning journals readily available;
- sharing information about the curriculum through newsletters, the school website, Facebook, displays, informal discussions, class and general boards and other school and community information;

- ensuring all parents know that their child's teacher and teaching assistant are their key workers;
- by being available at the beginning and end of the day to talk to parents/carers on an informal basis. If further time is needed to discuss particular issues an appointment can be arranged at a mutually convenient time;
- by providing a quiet and confidential area where parents are able to discuss any concerns.

### **Enabling Environments**

We recognise that the environment plays a key role in supporting and extending the children's development. We aim to create an attractive, welcoming and stimulating learning environment where children feel confident and secure and are challenged to develop their independence through first hand experiences. 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. Our planning is informed by observations we have made of the children in order to understand and consider their current interests, experiences, development and learning needs. These observations are recorded in the children's individual learning journey books with a regular observations (individual or group) on Tapestry.

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. There is a mixture of 'Plan, Do, Review', small group work and whole class work to ensure children make the progress they are capable of.

### Planning

- The long term planning is part of our continuous provision in Foundation Stage and has quality English texts at its core. This planning is reviewed in line with children's prevailing interests, needs and stages of development and is changed and adapted to ensure that children are offered the opportunity to engage in activities relating to all areas of learning in an appropriate way. This long term plan is available for parents on the school website.
- We address particular aspects of the curriculum in more detail for each term. Areas of the curriculum are identified through analysis of data and assessment to highlight gaps in the children's learning, interests of the children from inside the setting but also interests identified by parents/carers, seasonal events eg Christmas, Chinese New Year, Diwali, Seasons.
- The weekly plan is informed through on going observation of child initiated or spontaneous activity and planned play opportunities (indoors and outdoors). This allows for flexibility in response to individual children's needs and interests and for revision and modification of plans. The adults in the environment meet daily to discuss observations and next steps.

### Assessment

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA).

We analyse and review what we know about each child's development and learning, and then make informed decisions about supporting the child's progress. This enables us to plan the next steps for individuals and groups of children by providing challenging but achievable activities and experiences to extend the children's learning. All practitioners who interact with the child contribute to the assessment process.

The following assessment methods will be used:

- Incidental observations
- Samples of work
- Photographic evidence
- Parental input/observations

Each of the 7 areas of learning and development has an individual tracking sheet assessed against the 'Gateshead curriculum pathways' document. Staff review the tracking data three times a year with the Senior Leadership Team, monitoring rates of progress and identifying strategies that address learning and teaching priorities and next steps.

During the final term in Reception, the EYFS Profile is completed for each child. The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers. Children are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development or,
- Not yet reaching expected levels ('emerging')

### **Learning and Development**

At Swalwell Primary School we do not make a distinction between work and play. We support children's learning through planned play activities, through observation of child-initiated or adult-led play activities and then provide the most effective learning opportunities. All children take part in Plan, Do, Review sessions which encourage them to consider what they are doing and assess/improve their work. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and modelling by example. As a child progresses there will gradually be a shift towards more adult led activities, to help children prepare for more formal learning, ready for Year 1.

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 of the world
- Expressive arts and design

While these seven areas provide a framework for the Early Years Curriculum, young children's learning does not easily divide up into distinct areas. A particular experience may develop learning over several of the six areas at any one time. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

### **Safeguarding and welfare**

At Swalwell Primary School, there are clear procedures for assessing risk (see whole school risk assessment policy) 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, the safeguarding and child protection policies detail information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2021, we undertake and ensure:

- A first aid box is accessible at all times and a record of accidents and injuries is kept. There is always at least one paediatric first aider in the setting and on visits.
- 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. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and nonprescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.
- Adequate staff ratios of at least one member of staff for every 13 children, with one member of staff having Qualified Teacher Status and at least one other member of staff holds a full and relevant level 3 qualification.
- At lunchtimes Nursery children are supervised by a Level 3 practitioner.
- 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.
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels and low tops. Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.
- Fresh drinking water is available at all times.
- Each classroom has an adequate number of toilets and hand basins available.
- Children's dietary needs are recorded and acted upon when required.
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- Children with SEND are overseen by the SENDCo and where necessary they have individual risk assessments in place. Further information can be found in the SEN policy.

## **Admittance Arrangements**

- Children can be admitted into school on the week after their third birthday.
- EYFS staff will offer a home visit to Nursery children to allow them to meet in an environment in which the child is comfortable. This is a valuable opportunity to learn about the child.
- Parents of new Nursery and Reception children will be invited to an information session in the term before their child is due to start Nursery/Reception.
- Children due to start Reception who do not attend Swalwell Primary School Nursery will be offered the chance to attend a transition morning with their new class. Reception staff will also visit children based in different preschool settings.
- Children are phased in over a few weeks at Nursery, but begin a whole day from September in Reception class.
- There is an EYFS induction and information pack for parents and pupils which will be sent out the term before the child begins.