

HADLEIGH INFANT & NURSERY SCHOOL



EYFS Policy

2018-2020

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INTRODUCTION

At Hadleigh Infants and Nursery School, every child who attends Nursery and the Reception classes follow the Early Years Foundation Stage (EYFS) Curriculum. We provide a well planned and resourced curriculum to take their learning forward. There are extensive opportunities for all pupils to succeed, feel cared for and valued. This policy should be read in conjunction with other school policies.

AIMS

- To develop the pupil's physical, intellectual, emotional and social skills
- To develop the pupil's self esteem and encourage independence
- To establish a good home / school relationship
- To provide a happy and stimulating learning environment where the pupil can feel safe and secure
- To build on existing skills and experiences ensuring progression and continuity in the child's learning
- To offer a broad and balanced curriculum through a variety of teaching approaches

OBJECTIVES

The Nursery and Reception Classes follow the curriculum as outlined in the EYFS document, a summary of which is visible on the classroom windows and a version specifically for parents can be downloaded at:

http://www.foundationyears.org.uk/files/2015/09/4Children_ParentsGuide_Sept_2015v4WEB1.pdf

The four guiding principles that shape practice within early years settings are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured

- Children learn to be strong and confident through positive relationships • Children learn to develop well in enabling environments, in which experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates.

The EYFS Framework includes seven areas of learning and development.

The prime areas support the children to learn in all other areas of the curriculum and are:

Communication and Language – Listening and Attention, Understanding and Speaking

Physical Development – Moving and Handling and Self Care

Personal, Social and Emotional Development – Making Relationships, Managing Feelings and Behaviour and Self Confidence and Self Awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are:

Literacy – Reading and Writing

Mathematics – Number and Shape, Space and Measure

Understanding of the World – People and Communities, The World, Technology

Expressive Arts and Design – Exploring and Using Media and Materials and Being Imaginative

PLAY IN THE FOUNDATION STAGE

Through structured play pupils explore and develop learning experiences, which help them make sense of the world. They practise and build on ideas and learn how to share and take turns with others. The pupils have the opportunity to think creatively alongside others as well as on their own. They communicate with their peers as they investigate and solve problems in their play. In addition each day there are times when the class is gathered together for direct teaching. This includes daily phonics sessions. All areas of learning will be available in both the indoor and outdoor classrooms throughout the day.

ASSESSMENT

All pupils are assessed at the beginning of their time in Nursery and Reception classes, this is their baseline assessment. For pupils who have attended a Nursery or Pre-School this baseline assessment is carried out with reference to their previous assessments. Staff then know each pupil's starting point and the assessment process supports the identification of their next steps in learning. Monitoring of each pupil's progress throughout the Foundation Stage is essential to support and inform the ongoing planning process to ensure that all children's specific needs are met and particular difficulties in any of the areas of learning are addressed. Activities are differentiated to cater for all abilities. The pupils' learning in relation to the Development Matters Statements and against the Early Learning Goals.

Evidence of the pupils' learning is recorded on adult led activity planning sheets and these inform future planning. Photographs, observation notes and the pupils' activity outcomes are kept in their learning journeys. They are annotated with the date, the aspect of learning shown and the age band in which the pupil is working. This evidence also informs future planning and supports summative assessment. Pupils are encouraged to reflect on their learning recorded in their learning journeys and annotations may be seen on the work to illustrate the pupil's thoughts and reflections. Parents are encouraged to come in to school regularly to share their child's learning journey with them and are encouraged to write a comment about their child's learning which is stuck in. Parents can also contribute observations from home and in addition children can bring in learning from home which they are proud of and would like to share.

SPECIAL EDUCATIONAL NEEDS

The school's policy for Special Educational Needs (SEN) is followed and pupils with specific difficulties are supported with a School Provision Plan or a One Plan and targets are discussed with parents and with other agencies when appropriate.

Prior to entry into Nursery and Reception classes, parents are encouraged to inform the school of any specific needs. These parents are invited to attend an additional meeting to discuss the provision needed for their child.

EQUAL OPPORTUNITIES

Every child is encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. When planning for the pupils' learning, provision ensures that every child has access to the full range of curriculum activities.

THE ROLE OF THE PARENTS

When parents and staff work together, the results have a positive impact on the pupil's development and learning. This is achieved through an open door policy where parents can talk to members of staff at the end of the day and:

- Induction presentation for all parents – term prior to entry
- Curriculum meetings so that parents feel fully equipped to support their child's learning at home
- Regular opportunities for parents to share their child's learning journey with them
- Parent teacher discussions
- Encouraging parents to communicate any concerns
- Home school diary
- End of year reports

TRANSITION

Starting school is an important time for young children; we therefore plan transition carefully to support pupils and to ensure starting school is as smooth as possible for each pupil and that they settle in to their new class quickly and happily. Parents of all children starting in the next academic year will be invited to an Induction meeting in the summer term to meet their child's teacher and other key staff. Pupils starting in the Reception classes in the September will be given an 'All about me' booklet to complete at home and return when they start school. They will also be given an opportunity to bring in a box in to school of items that are important to them and will facilitate them sharing information about themselves with their peers. Pupils will also be given the opportunities, through a structured programme, to visit the school towards the end of the Summer Term and meet the staff who will be working with them in September and other children who will be in the class.

Home visits will also be undertaken at the beginning of the Autumn Term, staff will complete a questionnaire with parents to establish key information about their child. Following this the children will begin with short stays at school working towards staying for the full day.

If a child had any additional needs liaison between home and school will be more frequent.

SAFEGUARDING AND WELFARE

‘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.’ (Statutory Framework for EYFS 2014). At Hadleigh Infant and Nursery School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children’s state of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

MONITORING, EVALUATION AND REVIEW

Regular monitoring and continuous professional development ensures that the quality of provision is maintained and developed to further support the pupils to maximise progress, keeping learning exciting, fresh and innovative. The EYFS leader and Headteacher will monitor the Early Years Foundation Stage within the school regularly. The implementation of the policy will be monitored and evaluated by the Headteacher and the Governing Body. This policy will be reviewed every two years or sooner if required.