



UPTON HEATH EYFS POLICY

Implemented: July 2015

Reviewed: March 2020

Introduction

At Upton Heath Church of England Primary School, we believe that every child deserves the best possible start in life in order for them to fulfill their potential. We strive to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences and provide a broad and balanced curriculum that enables each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually. Our teaching and learning is based on the understanding that children develop at different rates. All children will be allocated a key worker on entry, who is a named member of staff with responsibility to help those children feel safe and secure.

Parents are informed of their child's key worker when they start school.

As children commence their journey at Upton Heath Church of England School, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

Aims

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- To offer each child a wide range of new and exciting experiences that give them the opportunity to consolidate, explore and test them out along with their own, individual experiences.
- To enable each child, through encouragement and high expectations, to develop to their full potential socially, physically, intellectually and emotionally.
- To offer a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- To provide a broad, balanced, relevant and creative curriculum that takes account of all children's needs.
- To provide an environment that enables choice and decision making, fostering independence and self-confidence.
- To work in partnership with parents and guardians and value their contributions.
- To acknowledge and embrace a Christian ethos through teaching and by example.

Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- 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 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, parents and carers.
- Children learn and develop in different ways and at different rates.

There are seven areas of learning and development which are divided into three prime areas and four specific areas. The three prime areas are:

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

These are then supported by specific areas that strengthen the prime areas. The specific areas are:

- Literacy.
- Mathematics.
- Understanding of the world.
- Expressive arts and design.

The prime areas are universal and independent of the specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

Characteristics of effective learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They highlight the importance of a child's attitude to learning and his or her ability to play, explore and think critically about the world around them. The characteristics of effective learning run through and underpin all seven areas of learning and development. Information describing the child's characteristics of effective learning will provide Year 1 Teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and exploring – engagement

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

Active learning

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

Creating and thinking critically

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

Play

Learning through play is crucial in Early Years and at Upton Heath Church of England Primary School we do not make a distinction between work and play. We believe children learn best when they are motivated and inspired. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning both inside and outside.

Children have all weather clothing and footwear available so there are no barriers to learning. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practice skills, build upon and revisit prior learning and experiences at their own pace.

Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modeling, facilitating and extending their play. Getting the balance right between child-initiated play and adult led activities is very important to us.

Teaching strategies

We ensure there is a balance of adult led and child initiated activities across the day. Although initially much of the time is spent with children self-selecting tasks the number of whole group and small group times will increase as they progress through EYFS. These are particularly important in helping children to learn specific skills and knowledge. These group times include a daily phonics session using 'anima phonics', teaching aspects of Mathematics and Literacy, including shared reading and writing.

Each area of learning and development must be implemented through planned, purposeful play and the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to model, demonstrate and question what the child is doing to continually move their learning forward. We are very conscious that children learn in different ways and ensure our approach reflects this.

Planning and Assessment

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. We have a team of dedicated, professional and caring Early Years teachers and classroom assistants who plan and work closely together to provide a high quality curriculum. We have an excellent understanding of how children develop and learn and this is reflected in our teaching.

Our planning is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs.

As part of our daily practice we observe and make assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in EYFS takes the form of recorded observations and assessments throughout the year which involve all adults in the EYFS team. Significant observations of children's achievements are collated in their own personal online learning journey on Tapestry, which are shared with parents. Parents are able to access Tapestry at home to view their child's learning journey and are encouraged to add observations, achievements and contribute to home learning tasks.

In the autumn and spring terms, parents are invited to attend a parent's evening. Within the final term, we provide the parents with a report based on their child's development against each of the early learning goals and the characteristics of effective learning.

Transitions

During the Summer Term prior to the children starting school the following September, every child and their parents and carers will be invited to spend some time at Upton Heath Church of England Primary in order to familiarize themselves with both the EYFS staff and the foundation stage environment. Every child will be invited to a Forest school session with parents/carers, a child only visit where they can play and become even more familiar with the adults they will be with and their setting.

Foundation stage staff will then offer a visit to each child in their home environment. All children will be given an 'all about me' book to complete over the summer holidays and this gives them something familiar to share with us in September.

In the final term in EYFS, the Year 1 teachers will meet with the early years staff and discuss each child's development against the early learning goals and the characteristics of effective learning to support a smooth transition to Year 1. This discussion helps the Year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the early learning goals.

Special Educational Needs

Continual informal and formal assessments undertaken by staff provide opportunities to identify any special educational needs a child may have. As children all develop differently it is recognized that a significant lack in achievement after the initial settling in period represents initial concern and careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents, Special Educational Needs Coordinator (SENCO), and advice may be sought from other agencies e.g. Speech and Language Therapy Service. In foundation stage we give all children the opportunity to achieve their best by taking account of their range of life experiences and abilities when planning for their learning.

Equal Opportunities

All areas of provision will be made accessible to all children regardless of age, sex, creed, race, ethnicity, or ability.

Safeguarding

Children's safety and welfare is paramount and the school takes its child protection responsibilities very seriously. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. The full Safeguarding Policy is available in school for parents to read if they wish.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. All Early Years staff are fully pediatric first aid trained.

We encourage all children to start school without nappies but will support any children struggling with this. We acknowledge that young children often have 'accidents' and have stocks of spare clothes so we can change anyone who needs it. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed. Children are changed in the shower area of the toilets. On entry to school, we ask all parents/carers to read and sign the intimate care policy. In implementing this policy, the school will, as appropriate, seek advice from the school's solicitors, and/or the local authority if necessary, to ensure fairness and consistency.

Adoption

This adoption of this policy was authorised by:-

Signed: Conrad North Headteacher

P. L. Moreton

Paula Conlin CEO of The Samara Trust

Date: March 2020