



EYFS Policy

Statutory / Non Statutory

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Date of review:	April 2023
Reviewed by:	Christine Carter
Approved by Governors:	Kate Banville
Date:	13.9.23
Next review due:	April 2025

Signed:

Date:

Intent

At Hockliffe Lower School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education, and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

- **Roles and responsibilities**

The governing board is responsible for:

- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

Mrs Christine Carter as the EYFS lead, in conjunction with Mrs Aoife Greaves, the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

Implementation

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four overarching principles shape our practice:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice Hockliffe Lower School:

- Provides a balanced curriculum which takes children's different stages of development into account.
 - Promotes equality of opportunity and anti-discriminatory practice.
 - Works in partnership with parents.
 - Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
 - Plans to ensure that each child's learning and care is tailored to meet their individual needs.
 - Provides a safe and secure learning environment.
- **Learning and development**

In partnership with parents, Hockliffe Lower School promotes the learning and development of pupils to ensure they are ready for the next stage of education.

The EYFS provision and practice in Willow Class is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – Prime and Specific:

The 'Prime' areas of learning and development are:

- Communication and language:
 - Listening, attention and understanding
 - Speaking
- Physical development:
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development:
 - Self-regulation
 - Managing self
 - Building relationships

The 'Specific' areas of learning and development are:

- Literacy:
 - Comprehension
 - Word reading
 - Writing
- Mathematics:
 - Numbers
 - Numerical patterns
- Understanding the world:
 - Past and present
 - People, culture and communities
 - The natural world

- Expressive arts and design:
 - Creating with materials
 - Being imaginative and expressive

In organising and implementing educational programmes, teachers and support staff will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- **Playing and exploring** – children investigate and experience things.
- **Active learning** – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

- **Assessment**

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up-to-date with their child's progress and development, and Mrs Carter will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.
- The child's development with regard to the Characteristics of Effective Learning.

Hockliffe Lower School reports EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The school will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

The school takes reasonable steps to provide opportunities for children with English as an Additional Language to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During

assessment, if it is found that a child does not have a strong grasp of English language, the school will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

- **Inclusion**

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equal Opportunities Policy: Pupils ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by Mrs Carter who is the school's SENCO.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

- **The learning environment and outdoor spaces**

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children in Willow Class have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as extreme weather, would make outdoor activity inappropriate and unsafe.

The children also have regular access to the school playground, playing field, running track and climbing equipment.

Children in the Reception year will have Forest School sessions lead by Mrs Carter.

Intimate Care

At Hockliffe Lower School we recognise every child's right to privacy, dignity and a professional approach from staff when meeting their toileting needs. There are toilet facilities allocated to Willow Class and spare clothes are available as are the necessary resources to change children in a supportive and hygienic manner.

If a member of school staff supports a child in toileting another member of staff is informed that the support is taking place and a record of this is sent home to parents.

- **Safeguarding and welfare**

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The DSL is Mrs Aoife Greaves. The deputy DSLs are Mrs Christine Carter & Mrs Helen Mulberry.

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall

responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

- **Computing**

Computing will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education.

Computing is used to support children working towards the Early Learning Goals. This includes:

- **Communication and language:** Computing helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development:** technology gives pupils access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children access to a vast range of media and materials.
- **Mathematics:** Computing enhances children's experiences of learning mathematics and improves their skills.
- **Understanding the world:** the internet will be used to enhance children's knowledge of people, places, technology and their physical environment.
- **Expressive arts and design:** activities and materials will be used to encourage children to share their creativity and ideas.

Teachers will not use formative assessments for ICT, but will use summative assessments to help track children's progress. Where needed, tasks and equipment will be adjusted to suit pupils' needs and abilities.

- **Staffing**

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

The EYFS is led by a member of staff with Qualified Teacher Status.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

As the class teachers Christine Carter and Helen Mulberry are the Key persons for the children in Willow Class.

- **Parental involvement**

At Hockliffe Lower School we recognise the value of including parents in their children's learning and development through

- weekly information letters giving an overview of learning in Willow Class and advice on how this can be supported at home.
- provision of resources to help their children consolidate their learning of Phonics.
- termly parents' consultations.
- welcoming contributions to their children's learning journeys.
- asking them to inform us of 'Wow' moments that can be shared and displayed in class.
- encouraging them to talk to a member of the EYFS staff at the start and end of the school day if they have any concerns, relevant information about their child or any questions.
- whole school Cultural Challenges designed to foster a shared love of learning with their child.
- the provision of library books for parents to share with their children.
- the provision of reading books with advice on how to support reading at home.
- asking them to visit Willow Class with any linked expertise that supports the children's learning.

- **Transition periods**

The following process is in place to ensure children's successful transition to Willow Class:

- Mrs Carter meets termly with the Manager of Little Bluebells to arrange joint activities, transition timetabling and to support Nursery staff in preparing children for school entry.
- Children from Little Bluebells are invited to visit Willow Class before starting Reception.
- Mrs Carter visits the children who are transferring to school in the Little Bluebells setting.
- Mrs Carter liaises with the key workers of children to ensure a smooth transition to school.
- Mrs Carter visits other nursery settings to discuss transition and to meet the children before starting Reception.
- Parents are invited to an induction meeting with Mrs Greaves when their child starts in Willow Class.
- An information meeting is held at the beginning of the Reception year to ensure parents have an overview of the procedures and expectations of the year.

The following process is in place to ensure children's successful transition to Year 1:

- In the Summer term, the Year 1 and 2 teacher, Mr Custance, visits Willow Class to get to know the children and they will visit Maple classroom to familiarise themselves with the new environment
- In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

Impact

The impact of this policy will be that children will have a supported transition into Willow Class giving them the best possible start to school. They will flourish in a safe and nurturing environment where they feel confident and valued. They will make good progress and have every opportunity to develop their social skills, the Characteristics of Learning and to achieve the Early Learning Goals. By the end of the Reception year they will be ready to face the challenges of learning in Year 1.

- **Monitoring and Review**
- **It is the responsibility of the EYFS staff to follow this policy. The policy will be reviewed annually.**