

# Hillside Primary School

## EYFS Policy



**HILLSIDE PRIMARY SCHOOL**

## EYFS POLICY

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Hillside Primary School, children join the Nursery class from the term before they turn three and the Reception class in the September following their third birthday.

### Our 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 and 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 the full, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

### The Curriculum

The Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available for download at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299391/DFE-00337-2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf). This clearly defines what we teach. The following policy details the specifics of our setting.

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 Nursery and Reception classes are run in accordance with the Statutory Framework for EYFS 2014 to ensure the health, wellbeing and safety of the children.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The **prime** areas 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** – Numbers and Space, Shape and Measures
- **Understanding the World** – People and communities, The world and Technology
- **Expressive Arts and Design** – Exploring and using media and materials and Being Imaginative

Educational programmes involve activities and experiences for children, as follows (Statutory Framework for EYFS 2014),

- For Communication and Language development we give children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- For Physical Development we provide opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- For Personal, Social and Emotional development we help children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- For Literacy Development we encourage children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- For Expressive arts and design we enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### **Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the Nursery and Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics 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.

### **Teaching**

We ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, 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 continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible.

### **Play**

In Hillside Primary School EYFS, 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 essential for 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 ongoing 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 2014)

## **Assessment**

During the first term in Reception, the teacher assesses the ability of each child using a baseline test. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile (FSP) is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals of the FSP as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.

Our online school tracking system (Classroom Monitor) is updated when we see children achieve an objective and also at the end of every term. We record each child's level of development, in all areas of learning, to be beginning, developing or secure within the Development Matters age-bands.

Evidence of children's attainment on Classroom Monitor is used as a baseline for children starting in Reception class who have previously attended Hillside Nursery. Where children have attended a different pre-school setting, the Reception teacher assesses the abilities of each child during their first few weeks at school using any transitional reports as a start point. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

At the end of Reception year parents receive a written report highlighting the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

## **Observations**

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in 'Tapestry' the children's online Learning Journey.

### **Visits and Visitors**

We actively seek parental support on trips, aiming for a ratio of one adult for two children in Nursery and a minimum of 1:5 in Reception. For safety reasons we say no to younger siblings coming along on school trips.

Visitors also really enhance a topic and we like to have 'experts' coming in to talk to the children, a Doctor for example. We ask parents if they are able (and brave enough!) to share knowledge or a skill, be it cooking, how to bath a baby, painting mehndi patterns on hands or playing guitar.

### **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, special educational needs, disability, and social circumstances. 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

### **The Learning Environment**

The EYFS classrooms is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly. The classroom covers all learning areas, where children are able to find and located equipment and resources independently. The EYFS has its own large enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

### **Transition into Reception Year**

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- In the summer term the children visit the Reception classroom once with their pre-school practitioners or parents and once without their support (Children who are transitioning from Hillside Nursery already share the outside area, becoming familiar with the Reception staff, and may have used the Reception Classroom also.)
- Parents are invited to a meeting to ensure they know about school procedures and discuss any concerns they may have. At this point they are provided with an 'All about me' pack to complete about their child.
- Members of staff from Hillside Primary School make links to feeder settings. The number of meetings/visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Before the children start school, parents are invited into school individually to have the opportunity to talk freely about their child and to clarify procedures or discuss any concerns they may have.

### **Transition from Reception 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. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

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').

Year 1 teachers 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.

### **Welfare and Safeguarding**

We understand that: 'Children learn best when they are happy, healthy and secure and have their individual needs met through positive relationships with staff and peers.' (Statutory Framework for EYFS 2014)

At Hillside Primary 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 line with the EYFS statutory framework 2014, at Hillside Primary School we undertake;

- A whole school Supporting Pupils with Medical Conditions 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. Training is provided for staff where the administration of medicine requires medical or technical knowledge. We will administer prescription medicines only where written permission for that particular medicine has been obtained from the child's parent and/or carer. At Hillside Primary School a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day. Non-prescription medicines can only be administered by a parent/carer.
- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required.
- Fruit is provided during the morning in Reception class. Milk, fruit (and toast when attending the morning session) is provided at snack time in Nursery.
- A paediatric first aider is accessible at all times and a record of accidents and injuries is kept.
- A fire and emergency evacuation procedure and policy

- A whole school Safeguarding and Child Protection Policy and Staff Code of Conduct 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.

It is important to note that members of staff and visiting parents, do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. Members of staff do, however, use school iPads to take photographs as evidence of children's progress in the EYFS. These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website or Facebook page through the paperwork in their initial starter packs.

**Name/Signature of Governors:** Sue Upton

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