

Spaxton Church of England School

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EYFS Policy

Signed..... Date.....
Early Years Co-ordinator

Policy Reviewed	Next Review Due
April 2018	April 2019

Signed..... Date.....
Head teacher

Signed..... Date.....
Early Years Governor

Signed..... Date.....
Chair of Governors

Spaxton CEVC Primary School Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us, part time, at the beginning of the school year in which they are five. We aim for all children to be attending school full time by the October half term. It is sometimes possible to offer earlier full time attendance, but this will depend on class numbers and organization and the age and maturity of the cohort.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Spaxton School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement to enable children to develop a positive attitude to learning.

Inclusion

We value the diversity of all individuals within the school. All children at Spaxton School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. In the EYFS we set realistic and challenging expectations that meet the needs of our children.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;

- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning rich, stimulating and challenging activities;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children about rules and boundaries and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

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."

At Spaxton School we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2007. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

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

Parents/carers as Partners

We recognize that parents/carers are the child's first and most enduring educators and we value the contribution they make. We recognize the role that parents have played, and their future role, in their child's education. We do this through:

- talking to parents about their child before their child starts in our school;
- the teacher offering to visit all children in their home setting prior to their starting school;

- the children having the opportunity to spend time with their teacher before starting school during 'Come and Join in' sessions;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress and view their child's 'Learning Journey' record;
- encouraging parents to talk to the child's teacher if there are any concerns;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- encouraging parents to make comments relating to their child's achievements in a home Look, Listen and Note book;
- encouraging parents and children to display what they have been doing out of school on our 'What have we been doing at home?' board.

There is a formal meeting for parents each term at which the teacher and the parents/carer discuss the child's progress in private. Parents/carers receive a report on their child's attainment and progress at the end of each school year.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts as a 'Key Person' to all children in EYFS, supported by the Teaching Assistants. Where children attend our Breakfast Club and/or After School Club provision, we are able to share information about the children's achievements.

Enabling Environments

At Spaxton School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the school's Long Term Plan and Medium Term Plans (MTP's), which are based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. In the main, assessment in the EYFS takes the form of observation and this may be the teacher or other adults recording what the children do and say in the 'Look, Listen and Note' books or with annotated photographs/recordings. These observations will be used to build a record of the child's 'Learning Journey'.

At Spaxton School, we use the eProfile to record judgements using the EYFS Profile. Each child's level of development is recorded against 13 assessment scales derived from the ELG's.

At the end of the final term of the EYFS, we provide a written report to parents on their child's progress. The parents are invited to discuss these judgements with the EYFS teacher and talk about how they can continue to support their child as they move into Key Stage One.

The Learning Environment

Within our school setting we acknowledge there may be some conflicts in a mixed age class between the needs of the Reception children for child-centred EYFS activities, and ensuring a broad and balanced curriculum for those children working within the National Curriculum.

The classroom is organized to allow children to explore and learn securely and safely. There are areas where the children can be active, or be quiet and rest. The classroom is set up in learning areas, where children are encouraged to find and locate equipment and resources independently. The class has its own enclosed, partly covered, outdoor learning area. Having access to the outdoors all year round offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children an opportunity 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 six areas of learning.

Learning and Development

At Spaxton School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning equally and understand that they are inter connected.

Practitioners as facilitators

We aim to provide all our children with a learning environment and curriculum which;

- has a relevant and child centered content, that provides first-hand experiences;
- allows children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- encourages children to communicate and talk about their learning, and to develop independence and self-management;
- allows practitioners to observe and respond to the children's learning and make appropriate interventions to move the children along;
- provides a structure for teaching and learning where children can discover, experiment, plan and make decisions;
- has appropriate and accessible indoor and outdoor space, facilities and equipment;

Play and Active Learning

“Children's play reflects their wide ranging and varied interests and preoccupations.”

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Though play and active learning children will be encouraged to;

- be motivated, involved and focused while learning ;
- develop their natural curiosity and imagination;
- think creatively as individuals and alongside other children;
- communicate with others as they investigate and solve problems;
- role play experiences and articulate worries in a controlled and safe situation;
- to be adventurous and learn that mistakes are part of the learning process;
- learn to accommodate the opinions and needs of others;
- understand why we have rules and develop self control and sense of responsibility;
- take ownership of their learning

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

We aim to provide all our children with;

- the opportunity to be creative through all the areas of learning;
- quality resources which they can access freely to support and extend their learning;
- practitioners who show genuine interest and offer encouragement;
- adult support to help children clarify their thinking and make connections:

Areas of Learning

The EYFS is made up of six areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

None of these areas will be delivered in isolation from the others. They are equally important and all areas will be accessed 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.

Staffing

We aim to provide staffing levels which enable the provision of appropriate curriculum opportunities for both Early Years and Year 1 children in the class. We aim to ensure that any person working within the Early Years will have access to in-house and, if possible, external Early Years training.

AEN

No child will be refused admission on the grounds of additional education needs. The reception teacher, SENCO and head teacher will work with the parents/carers and necessary professionals to ensure that the transition to school is as smooth as possible. All documentation will be sent to school. As soon as is practicable the SENCO and Class teacher will prepare a comprehensive IEP for the pupil.

Assessment

The class teachers will take into account information provided about children from playgroups and nurseries and information from parents. In addition they will undertake entry assessments in communication, language and literacy and mathematical development. This will enable children to start learning at their appropriate level.

The Foundation Stage Profile will be used from the start of the Induction Process with on going assessments taking place during the year. There will also be opportunities for discussions with parents throughout the year.

Any child giving concern will be discussed with the SENCO.

In reviewing this policy, consideration has been given to making sure that the contents reflect the requirements of the Every Child Matters.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject coordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.