



Dair House School

EYFS Policy



Monitoring: Head of EYFS Updated: November 2018 Review: August 2019

The Early Years Foundation Stage (EYFS) applies to all children from birth to the end of their reception year. At Dair House School we greatly value the important role the EYFS plays in laying secure foundations for future learning and development.

Aims and Principles

- To provide a stimulating, caring environment both indoors and outdoors which is sensitive to the needs of the individual child and which helps create an enthusiastic attitude to learning
- To provide a safe, secure and nurturing setting that promotes self confidence and independence and helps children form positive relationships
- To provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in KS1 and beyond
- To provide opportunities for children to engage in, and learn from, both adult led and child initiated activities that build upon and extend children's knowledge, experiences and interests in each of the seven areas of learning
- To make careful observations in order to use and value what each child can do, assessing their individual needs and supporting and extending their learning appropriately
- To work in partnership with parents and value their contributions
- To help children build friendships and learn to co-operate with each other
- To ensure that all children, irrespective of ethnicity, culture, religion, family background, gender or ability have the opportunity to experience a challenging and enjoyable programme of learning and development and that no child is excluded or disadvantaged in any way.
- To ensure that the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs are respected.
- To have due regard to the need to prevent people from being drawn into terrorism.

Our Vision

Children have access to high quality education which develops their social, emotional, moral, spiritual, cultural and academic needs

To provide opportunities to enable children to develop skills to investigate, make sense of and communicate with the world around them in order to become responsible, healthy members of the community.

Key Person

Each child in the EYFS has a Key Person assigned to them.

EYFS Curriculum

Our curriculum for the EYFS covers the Early Learning Goals and the areas of learning identified in the guidance for the EYFS which are both outlined in the statutory framework for the Early Years Foundation Stage.

We want learning to be a rewarding and enjoyable experience and aim to encourage exploration, investigation and discovery. As well, we encourage the children to create, practise, rehearse, repeat, revise, and consolidate the developing knowledge, skills, understanding and attitudes. We bring many of these aspects of learning together through play and talking.

The Early Learning Goals are made up of seven areas of learning.

The prime areas:

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

The specific areas:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Each area of learning covers a range of learning opportunities as follows:

Communication and Language

This area of development includes listening and attention, understanding and speaking: it involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak, understand and listen in a range of situations.

Physical Development

This area of learning includes moving and handling, and health and self-care: it involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity; to make healthy choices in relation to food and

keeping safe; and to be able to dress and cope with their own basic personal hygiene.

Personal, Social and Emotional Development

This area of development includes self-confidence and self-awareness; managing feelings and behaviour; making relationships; and fundamental British values: it involves helping children to develop a positive sense of themselves, and others; to know when and how to ask for help; 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 follow the rules; and to have confidence in their own abilities.

Literacy

This area of development involves encouraging children to link sounds and letters and to begin to read and demonstrate understanding about what they have read; to use their phonic knowledge to write words in ways which match their spoken sounds and write simple sentences. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics

This area involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, including numbers that are more or less than a given number; calculating simple addition and subtraction problems; solving problems, including doubling, halving and sharing; and to describe shapes, spaces and measures using mathematical language.

Understanding the World

This area includes people and communities; the world; and technology: it involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design

This includes exploring/using media materials and being imaginative: 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, rôle-play, and design and technology.

At Dair House School we believe these seven areas are all important and depend on each other to support a rounded approach to child development.

Planning

Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children in order to understand and consider their current interests, development and learning.

The three stages of planning the curriculum are:

Long Term Planning

Long term plans are based around half-termly or termly themes, which determine broad and balanced opportunities to cover the Early Learning Goals.

Medium Term Planning

Our half-termly or termly themes are addressed in more detail: activities and experiences for each area of learning and development are identified.

Short Term Planning

Our weekly plans identify specific learning objectives, which are taught through teacher directed tasks, child initiated activities and continuous play provision. The plans allow for flexibility in response to the individual needs, achievements and interests of the children and for revision and modification, informed by ongoing observational assessment.

Assessment

Assessment, recording and reporting within the EYFS are in line with the school's assessment policy. We make regular assessments of the children's learning, and we use this information to ensure that future planning reflect identified needs.

Nursery

Assessment is completed through ongoing observations of the children through a variety of adult-led and child-initiated activities. Our observations help decide where children are in their learning and development, based on the stages and age bands of the Early Years Outcomes grids of the EYFS. We use the information gathered from baseline testing and regular assessments to ensure future planning reflects identified needs. Parents receive a written report at the end of the Autumn and Summer Terms and are given the opportunity to discuss these with the class teacher if they so wish; and an online Tapestry Learning Journey is available for the parents to access throughout the year.

Reception

Assessment and observations are based around the seven areas of learning. Baseline testing is used at the beginning of the year as well as the children's developmental records from their previous setting. Each child's level of development is recorded against the assessment scales derived from the Early Learning Goals. We indicate whether the children are at the emerging stage, meeting, or exceeding the expected levels of development in the EYFS Profile.

Observations are carried out while the children are engaged in normal classroom activities to gain an insight into their interests and abilities. Moderation of the EYFS Profile is carried out by Buckinghamshire LA. Parents receive a written report at the end of the Autumn and Summer Terms and are given the opportunity to discuss these with the class teacher if they so wish; and an online Tapestry Learning Journey is available for the parents to access throughout the year. The Year 1 teacher is given a copy of each child's Profile which is discussed during the end of year handover meeting, which includes a commentary on their skills and abilities in relation to the three key characteristics of effective learning; and the teacher also has access to the children's reports.

The Indoor and Outdoor Learning Environments

The Nursery and Reception classrooms are both organised to allow the children to explore, investigate and learn through first hand experience. Resources and equipment within the rooms are accessible to the children.

The EYFS has its own enclosed outdoor area with age-appropriate equipment and opportunities which include:

- Role play houses
- Circle games/parachute games
- Growing plants, observing minibeasts etc
- Sand, mud kitchen, water wall and play resources
- Large construction bricks, crates and guttering
- Tricycles and large cars
- Climbing and balancing equipment, including climbing walls
- Small apparatus, such as balls, hoops, skittles etc
- Den building equipment

Differentiation and Inclusion

We value the diversity of individuals within Dair House School. All children are treated fairly regardless of gender, race, religion or ability. We give our children every opportunity to achieve their best. We meet the needs of all our children by:

- Valuing every child
- 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 range of opportunities to motivate and support children to help them learn effectively
- Providing a safe and supporting learning environment, in which the contribution of all children is valued
- Employing resources that reflect diversity and which are free from discrimination and stereotyping
- Providing support for gifted and talented children

- Monitoring children’s progress and taking action to provide support as necessary
- Supporting children with English as an additional language, as necessary
- Providing additional support from adults, including parents and outside agencies.

Parents as Partners

When parents and practitioners work together in the early years, the results have a positive impact on the child’s development. A successful partnership needs to be a two way flow of information, knowledge and expertise. We aim to develop this by:

- Talking to parents about their child before they start at school
- An opportunity for the child to spend time in the classroom and meet the teachers before starting in the nursery or reception class through ‘taster’ sessions
- Inviting all parents to an induction/curriculum meeting during the first term of the academic year
- Promoting an ‘open door’ policy – good dialogue – share successes and concerns
- Offering parents regular opportunities to discuss their child’s progress during parents’ evenings
- An exchange of information through the school prospectus, newsletters, curriculum letters, the online Tapestry Learning Journey, the PTA and ‘form parents’
- Parents may accompany their child into the classroom at the start of the day
- Communicating to parents through the communication pockets and a daily update of activities on the weekly planning distributed to Parents (Nursery), and the blue reading booklets (Reception)
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: class assemblies, sports day etc
- The online Tapestry Learning Journey has a like button and comment box for Parents to feedback on their child’s observations and achievements.

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Head, Head of EYFS and the EYFS team on an annual basis.

Links with Other Policies

Related Dair House policies are the Assessment and Reporting Policy; Child Protection Policy; First Aid Policy (paediatric); Use of Mobile Phones Policy; Intimate Care Policy; Taking and Storing Image Policy; EYFS Sun Protection Policy; Pupil Supervision Policy; Physical Contact with Children Policy; EYFS Transitions and Continuity Policy; Admissions and Exclusions Policy and Procedure; English as an Additional Language (EAL) Policy.

Also see Dair House Parents’ Handbook.