



Devonshire Park Primary School

EYFS Policy

Approved by Governing Body 21st November 2017

POLICY SUMMARY

Aims	<ul style="list-style-type: none"> • To give every 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 promote the social, emotional, physical, spiritual and intellectual development of each child. • To provide a stimulating and safe environment for learning where children can engage in first hand experiences, and develop independence within a loving, secure and friendly atmosphere. • To support and extend children’s learning through purposeful observation, evaluation and interaction. • To help every child to recognise their own strengths and achievements, through experiencing success and developing the confidence to work towards personal goals. • To work with other schools to share good practice in order to improve this policy.
Impacted stakeholders	<ul style="list-style-type: none"> • Staff • Pupils • Parents
Relevant legislation	<ul style="list-style-type: none"> • Statutory framework for the Early Years Foundation Stage
Impact on other policies	<ul style="list-style-type: none"> • n/a
Frequency of review	<ul style="list-style-type: none"> • Every 2 years
Other	<ul style="list-style-type: none"> • n/a
Adopted from Wirral LEA	NO
Published on website	YES

Devonshire Park Primary School

EYFS Policy

Devonshire Park Primary School believes in developing potential and personal success in a happy, safe and caring environment. We are committed to ensuring equality of education and opportunity for all.

We believe the Foundation Stage, which covers the development of children between the ages of three and five years, is important because it is in the foundation years that children develop learning attitudes, skills, social integration and personal organisation. We see play as a central tool for learning as it is a key way in which young children learn with enjoyment and challenge. We believe that children learn best from activities that interest and inspire them, which is why we plan activities and experiences that follow the children's interests. At Devonshire Park Primary School, we believe that every child is unique and we value the importance of the children and provide them with a wide variety of experiences. The children receive a broad, rich and create curriculum both indoors and outdoors, where learning is nurtured and encouraged in a happy, caring, challenging and fun environment.

The Foundation Stage is based on four main principles:

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

The Foundation Stage curriculum is organised into seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Creative Development

Religious Education is also taught in the EYFS.

We believe learning is holistic and cannot be compartmentalized. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage. We acknowledge that children learn in different ways. We refer to the Characteristics of Effective Learning when planning the children's next steps in their learning journey. We acknowledge that these Characteristics of Learning move through all areas of learning.

We, as a school community, have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

-To give every 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 promote the social, emotional, physical, spiritual and intellectual development of each child.

-To provide a stimulating and safe environment for learning where children can engage in first hand experiences, and develop independence within a loving, secure and friendly atmosphere.

-To support and extend children's learning through purposeful observation, evaluation and interaction.

-To help every child to recognise their own strengths and achievements, through experiencing success and developing the confidence to work towards personal goals.

-To work with other schools to share good practice in order to improve this policy.

At Devonshire Park Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- Promote the welfare and safeguarding 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.

Building Learning Power

At Devonshire Park we have adopted 'Building Learning Power' (BLP) as a whole school approach to improving learning. Building Learning Power is an approach to learning to learn. It is about helping our children to become better learners, both in school and out. It helps our children develop transferable learning skills and prepares them for a lifetime of learning. Research suggests that when children have a good understanding of the learning process they learn faster and learn more effectively. They are more focused, think harder and find learning more enjoyable. In our Foundation 2 classes we introduce the children to BLP in the second part of the autumn term. This is developed and extended as they move on to Key Stage 1 and then extended further in Key Stage 2. By building up a coherent picture of what it takes to be a good learner, our children are able to develop their learning character and habits, as well as their ability to learn in different ways.

In Foundation we focus on 3 learning muscles that the children are encouraged to stretch within their lessons and everyday activities-

Questioning- We believe this is an incredibly important skill. At this age, children are naturally inquisitive often asking 'why?' This is a skill we want to encourage. The adults in our foundation classrooms ask open questions to children in their play to extend their understanding. For example, "Why do you think your model fell over?" "Why do you think the puddles have disappeared?" etc.

Perseverance- In our foundation classrooms we talk about how important it is to have a go at tasks, even if they find them difficult. We explain to children that they should always have a go and keep trying. Our motto in Foundation is "Don't say 'I can't', instead say 'I am still learning how to'."

Collaboration- We talk lots about how important it is to work as part of a team or group, sharing and taking turns. We encourage the children to help each other and work together every day. For example, tidying up the classroom together and helping each other to put on their coats etc.

Role of The Governing Body

The Governing Body has:

- Appointed a member of staff to be the Early Years Team Leader.
- Delegated powers and responsibilities to the Head Teacher to ensure all school personnel and stakeholders are aware of and comply with this policy.
- Responsibility for ensuring that the school complies with all equalities legislation.
- To ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for ensuring this policy and all policies are maintained and updated regularly.
- Responsibility for ensuring all policies are made available to parents.
- Nominated a link governor to visit the school regularly, to liaise with the Head Teacher and the coordinator and to report back to the Governing Body.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of The Head Teacher and Senior Leadership Team

The Head Teacher and the Senior Leadership Team will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy.
- Work closely with the link governor and coordinator.
- Provide leadership and vision in respect of equality.
- Provide guidance, support and training to all staff.
- Monitor the effectiveness of this policy.
- Annually report to the Governing Body on the success and development of this policy.

Role of The coordinator

The coordinator will:

- Lead the development of this policy throughout the school.
- Work closely with the Head Teacher and the nominated governor.
- Provide guidance and support to all staff.
- Provide training for all staff on induction and when the need arises.
- Keep up to date with new developments and resources.
- Undertake risk assessments when required.
- Review and monitor.
- Annually report to the Governing Body on the success and development of this policy.

Role of Teaching and Support staff

The teaching and support staff:

- Work together as a team in conjunction with the Early Years Team Leader.
- Promote confident and independent learners.
- Create a learning environment that reflects learning across all areas of the curriculum.
- Comply with all aspects of this policy.
- Implement the school's equalities policy and schemes.
- Report and deal with all incidents of discrimination.
- Attend appropriate training sessions on equality.
- Report any concerns they have on any aspect of the school community.

Organisation

The Early Years Team Leader is responsible for the management of the Foundation Stage team and the Foundation Stage Area.

The area covers three separate F2 classrooms and one F1 classroom and a shared outdoor area, which is staffed by teachers, learning mentors and additional support staff. Each of the classrooms has clearly defined areas with clearly labelled resources to ensure children can access them easily. Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. Each classroom has a writing area, maths area, creative area, play dough area, painting area, book corner, role play area, construction/small world area and carpeted area with an interactive whiteboard. The classes share iPads and also share an outdoor area which provides sand and water, a stage area, a climbing frame and den making area, a large construction area, a mud kitchen, an outdoor writing and maths area and a bat, ball and bike area.

Planning

Team meetings take place weekly to plan next steps in learning for all children. All staff are encouraged to contribute to these meetings, sharing ideas for activities, resources and special events.

Short term planning outlines the adult supported learning for the half term and includes Early Years Outcomes to be assessed for all areas of learning.

Each teacher and learning mentor uses objective Led Plans for their own class to take planning into the children's play. This allows for planning to be more personalised and based on children's interests and learning styles.

Staff develop skills and focus on gaps in learning through the use of Objective Led Plans, Linked Provision and Direct Teach sessions. Daily notes, observations and interactions with the children inform where the learning journey should move.

Teachers plan together for the weekly maths sessions to ensure each child in each of the three classrooms is getting the same experience. Children are ability grouped for Literacy. We follow the Read, Write Inc. scheme for taught reading and writing sessions.

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 the children builds understanding and therefore guides new learning. Getting the balance right between child-initiated play and adult led activities is very important to us.

Assessment

Assessment is an essential part of the learning and development in our EYFS. It involves teachers and learning mentors observing children to understand their achievement, interests and learning styles, and then shape the learning experiences for each child reflecting those observations.

Evidence is collected in the children's individual learning journey portfolios. Parents are encouraged to have input into their child's learning journey through the use of WOW cards. This is where significant events that happen at home can be recorded in the child's portfolio. Each child's portfolio is given to the Year 1 teacher at the end of the year, before being sent home for parents and carers to enjoy with their child.

On entry to F1 and then again on entry to F2, children are baseline assessed.

Assessment is ongoing and children's progress is tracked half termly using Target Tracker. At the end of F2 each class teacher assesses each child in their class against the 17 ELGs and comments whether their development within each area is 'emerging', 'expected' or 'exceeding'. This information is also communicated to the parents and carers in their child's end of year report and can be discussed at the final open evening.

Transition

From Pre-school /Feeder settings

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

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and they have the opportunity to discuss any concerns they may want to express.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the autumn term to support transition and to inform planning.
- Home school visits take place for F1 children in September.
- Foundation 2 children have a staggered start in September.
- Members of staff from DPPS make visits to some feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

From Foundation 2 to Key Stage 1

During the final half-term of the Summer, we begin to prepare the children for the transition into Year 1. The children visit Year 1 for story sessions and have the opportunity to visit for afternoon activities, as well as attending assemblies and singing practices. The children also move up to their new classes 2 weeks before the end of term to help them to settle in and make the transition more meaningful.

Foundation Stage staff liaise with Year 1 staff to share EYFS data, and discuss each child's individual interests, needs and achievements.

Parents as Partners

We believe that parents and carers are the child's first educators and we therefore work very closely to ensure that they are involved with what we do with their child at school. We greatly value the contribution and knowledge, which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible. This includes:

- Admission meetings to explain school and class routines- June/ July before the children start school.
- Home visits take place in September for F1 children.
- Parent Meetings for F1 and F2 children- November
- Parent Meetings for F1 and F2 children- March
- Family Workshops for F2 children- March/ April
- An Open-Evening is held in July, giving an opportunity to share the children's achievements with their parents and have a chat to their class teacher about the year and transition into Year 1.
- Information about the forthcoming term is sent home in Foundation newsletters.
- Personal reading records for the communication.
- Families are invited to the Foundation Christmas Play in December.
- Wowchers to celebrate achievements or important events at home.

We want parents and carers to feel that they can speak to us about their child at any time and feel comfortable in our setting. Teachers go outside into the playground each morning and at the end of each day so parents have opportunities to discuss any concerns with their child's class teacher and have a chat in an informal way.

We ask all parents to:

- Work in partnership with the school.
- Attend the induction process talks, which are given to Foundation 1 and Foundation 2 parents.
- Attend informal parent workshops.
- Attend parent-teacher consultation meetings.
- Work with their children at home on relevant learning activities initiated by the school.

Health and Safety and Safeguarding

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. It is important to note that staff 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 and cameras to take photographs as evidence to support the regular observation assessment cycle in the EYFS. Photographs of the children are used in that child's learning journey portfolio, as well as class displays and on the school website (if parents have agreed to this). All parents are asked to state if

they give permission for their child's photograph to be used on the school website through the paperwork in their initial starting pack.

We take all accidents seriously and always log any accidents and phone home if a child has a bad bang to the head. We have several cold compresses stored in the fridge in Fern Classroom.

We acknowledge that young children can sometimes have 'toilet accidents' and have a stock of spare clothes and underwear if any child needed it. We ask parents to help keep this stock of clothes and underwear high by always washing and returning anything that their child has borrowed.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website.
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops.
- Communications with home such as newsletters.
- Reports such annual report to parents and Head Teacher reports to the Governing Body.
- Information displays in the main school entrance.