

CALSHOT PRIMARY SCHOOL

EYFS Policy



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

Our Aims

- To provide a safe, challenging and stimulating environment.
- To provide a broad, balanced and relevant curriculum that will provide a solid foundation for future learning and development.
- To provide opportunities for children to learn through purposeful play in all areas of learning and development.
- To ensure children make progress towards the Early Learning Goals by taking account of different learning styles and the Characteristics of Effective Learning.
- To enable choice and decision-making to foster independence and self-confidence.
- To work in partnership with Parents/Guardians.
- To ensure that all children, irrespective of gender, ethnicity, religion, disability or ability have the opportunity to experience a challenging and enjoyable programme of learning and development.

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to five years of age. At Calshot Primary School, Our Foundation Stage refers to the children in our Nursery and Reception Classes.

The EYFS curriculum is based upon Four Principles, Seven Areas of Learning and the three Characteristics of Effective Learning.

The Four Principles

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

A Unique Child

At Calshot Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We acknowledge that children develop in individual ways, at varying rates and we are aware that children's attitudes and dispositions to learning are influenced by feedback from others. We encourage children to develop a positive attitude to learning by using praise, encouragement and rewards and by involving children in celebration assemblies.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Calshot Primary School are treated fairly regardless of race, religion or ability.

In our school we believe that every child matters. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We meet the needs of all our pupils by:

- Creating opportunities for child initiated learning that builds upon and extends children's knowledge, experience and interests.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children to help them develop confidence and self-esteem.
- 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 challenging activities for children whose ability and understanding are in advance of their age related expectations.
- Monitoring children's progress and taking action to provide support as necessary.

Positive Relationships

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

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating their children.

We do this by:

- Talking to parents about their child before their child starts in our school.
- Providing the opportunity for children to spend time in the setting before the start of the academic year.
- Inviting all parents to an induction meeting before the start of the academic year.
- Offering parents the opportunity to discuss their child's progress during scheduled parent consultation sessions. Parents will receive a report on their child's attainment and progress at the end of each school year.
- Encouraging parents to talk to their child's teacher if there are any concerns.
- Providing a range of activities throughout the year that encourage collaboration between the child, the school and parents. i.e. an INSPIRE Workshop, Assemblies, Sports Day, Homework etc.

Enabling Environments

At Calshot Primary School we recognise that the environment plays a key role in supporting and extending children's learning and development. We do this by observing the children and making assessments before planning challenging but achievable activities. We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We will:

- Take all necessary steps to keep children safe and well.
- Be alert to any issues for concern in the child's life at home or elsewhere. Where such concerns exist the Child Protection procedures will be followed.
- Ensure all adults who look after the children or who have unsupervised access to them are eligible to do so.

- Ensure that any staff medication is kept in a location out of reach to children.
- Ensure child to adult ratios are always accurate for the age of the children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Ensure staff are aware of children's health and dietary requirements.
- Ensure fresh drinking water is constantly available and accessible at all times and healthy eating is promoted during snack time.
- Ensure a first aid box is available at all times and any accidents or injuries are recorded and dealt with effectively.
- Manage behaviour effectively in a manner appropriate for the child's stage of development and individual needs.
- Ensure that the premises, furniture and equipment are 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.

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. Additionally, at Calshot Primary School we recognise the importance of Outdoor Learning. We are aware that being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. We acknowledge that Outdoor Learning offers the opportunity for children to explore, use their senses and be physically active and exuberant. The EYFS classes have their own enclosed outdoor areas and teachers plan activities which will enable the children to develop in all 7 Areas of Learning.

Outdoor Learning

At Calshot Primary School, we believe that when learning outside the classroom, children:

- Attain higher levels of knowledge and skills.
- Improve their physical health and increase their motor abilities.
- Socialise and interact in new and different ways with their peers and adults.
- Show improved attention and enhanced self-awareness, self-esteem and mental health.
- Change their environmental behaviours and their values and attitudes.

The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All children have the right to experience the unique and special nature of being outdoors. At Calshot Primary School we feel it is important to enable children to use the outside environment as a context for learning throughout the year. We will:

- Empower children to take ownership of their learning, allowing their minds and bodies to thrive.
- Provide a safe and secure environment so that the children can take risks.
- Encourage children to care for their environment.

Possibilities for outdoor learning will be considered throughout our planning, using it as a context and a natural resource for learning. We will:

- Ensure that the outdoor space harnesses the special nature of the outdoors, to offer children what the indoors cannot. (This will be the focus for outdoor provision, complementing and extending indoor provision).
- Ensure that our outdoor area and resources within it are flexible and versatile, where children can choose, create, change and be in charge of their play environment.
- Support inclusion and meet the needs of individuals, offering a diverse range of play-based experiences.
- Enable children to access the outdoors on a regular basis. The children will access the outside area as much as possible, throughout the seasons.
- Ensure that children enjoy energetic activity outdoors and the feeling of well-being that it brings, including opportunities to develop their large motor skills.
- Observe, assess and record outdoor learning, ensuring that there is adequate provision for children to extend their learning.
- Plan for outdoor learning with the children to offer experiences which have meaning to them and which are led by the child.
- Enable children to work both individually and co-operatively outside.
- Enable children to appreciate the beauty of nature; encouraging them to use a variety of natural resources.
- Give children the opportunity to find a quiet space to relax.
- Encourage children to enjoy and have fun outdoors in many contexts.
- Organise and/or provide necessary resources (e.g. Wellington boots, raincoats).
- Develop a set of rules through discussion with children.
- Enable children to use resources safely and to manage and use the space and freedom responsibly.
- Help children to take responsibility and care for the outside environment and resources within it.
- Encourage children to respect their environment and to care for living things.

Health and Safety

We will support children in taking risks within a safe and secure environment. It is important to ensure that the outdoor environment offers challenges and teaches the children how to be safe and aware of others. Outdoor learning opportunities will be grasped when available and teachers will assess risk.

Monitoring and Evaluation

Assessment of the children's learning will be valued equally indoors and outdoors and will be part of the same process. EYFS staff will be responsible for monitoring Outdoor Learning.

Learning and Development

At Calshot Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected. We have a robust and informative way of assessing children to ensure we are aware of each child's individual starting points. We observe children and place them within a developmental age band for each of the 7 Areas of Learning. We are then able to identify next steps and plan accordingly. The assessments are moderated with all EYFS staff to ensure the accuracy of judgements. Monitoring of children's learning will be used to inform future planning, to ensure that planning reflects identified needs. Assessment in the EYFS takes the form of computerised baseline

assessment, together with observation and this involves the teacher and other adults as appropriate. We monitor progress throughout the year, noting which developmental age band children are working in and whether they are emerging, developing, or secure. At the end of the year we will report on whether children are Emerging, Expected or Exceeding in each of the 17 Early Learning goals (ELGs).

Teaching and Learning

At Calshot Primary School we believe that effective teaching and learning is dependent upon a number of key features.

The key features that are of particular importance to our EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and are able to develop a sense of well-being and achievement.
- The understanding that teachers have knowledge of how children develop and learn, and how this enables successful teaching.
- The provision of a carefully planned curriculum that helps children work towards the Early Learning Goals throughout the EYFS.
- The availability of activities that will enable children to extend their interests and develop their intellectual, physical, social and emotional abilities.
- The promotion of independence and self-awareness by encouraging children to communicate and talk about their learning.
- The provision of appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents.

Play

At Calshot Primary School we believe that children learn best through play. As a result of this our curriculum is essentially a play-based curriculum. However, we acknowledge that some areas of the curriculum require a more formal approach to teaching and learning. We recognise that all children learn and develop at different rates and in different ways. Therefore, we will have challenging but realistic expectations of our children, based on formative assessment.

In developing our play-based curriculum, we will:

- Provide first-hand experiences which will enable children to explore and make sense of their world.
- Support children to learn boundaries of acceptable behaviour.
- Encourage children to consider that their actions have consequences that may affect others.
- Promote the development of strong self-esteem.
- Help children to understand how to keep themselves and others safe.
- Encourage children to develop positive relationships with other children and adults.
- Help children to learn how to be part of a community and play co-operatively with other children.
- Encourage communication through talk, to develop speaking and listening skills.
- Promote an understanding of number, shape and size through puzzles, rhymes and games.
- Encourage children to use their senses when using and exploring resources and materials.
- Help children to understand about festivals and events in the local community.
- Encourage children to develop a healthy, active lifestyle.
- Support children to learn about risk and safety in a controlled way.

- Help children to explore their own ideas and express their feelings through a range of creative activities.
- Provide a balance between structured, adult-led activities and more spontaneous child-initiated activities.

All of our play activities will be designed to stimulate and challenge children, allowing them to take managed risks when appropriate, but always with a view to promoting health and safety and minimizing any real risks to their well-being.

Characteristics of Effective Learning

There are 3 categories to the characteristics of effective learning. We ensure children have the opportunity to engage in all of these types of learning as well as monitoring which of the characteristics they adopt during child initiated time.

Play and explore

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children will:

- Explore and develop learning experiences, which help them make sense of the world.
- Practice and build up ideas.
- Learn how to control themselves and understand the need for rules.
- Have the opportunity to think creatively alongside other children as well as on their own.
- Communicate with others as they investigate and solve problems.
- Express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

"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.

When learning our children will:

- Be encouraged to demonstrate motivation and interest.
- Be given some independence and control over their learning.
- Learn to express a preference, make choices and reach decisions.

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."

Children will be given the opportunity to be creative in all areas of learning. Adults will:

- Support children's thinking and help them to make connections by showing genuine interest.
- Offer encouragement.
- Clarify ideas and ask open questions.

- Allow children to move around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

Three Prime areas

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Physical Development

Four Specific areas

- Literacy
- Numeracy
- Understanding the World
- Expressive Arts and Design

All Seven Areas of Learning are equally important and interlinked. However, at Calshot Primary School we acknowledge that the prime areas are important in order for children to be successful in the specific areas. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

Reading and Writing

Our main approach to teaching the beginnings of reading and writing is through a high quality programme of synthetic phonics. At Calshot we use the Jolly Phonics programme in Reception and the Letterland programme in Nursery. In Reception, the phonics programme begins in the second half of the first term and in Nursery the phonics programme begins in the second term.

Within the final term of the EYFS, we provide a written summary to parents, reporting their child's progress against the ELGs and assessment scales. We give a reasonable opportunity for the parents to discuss these judgements with the class teacher.

Monitoring and review

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

This policy was reviewed and ratified by the Achievement and Curriculum Committee on Thursday 25th January 2018.