



EAST BOLDON INFANT SCHOOL

EYFS POLICY

Every child deserves the best possible start in life and the support that enables them to fulfil their potential

(Statutory Framework for the Early Years Foundation Stage 2021)

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”

(Development Matters Sept 2020)

Intent

At East Boldon Infant School, we understand that the Early Years Foundation Stage is paramount in establishing the foundations for children to blossom at the beginning of their educational journey and develop a lifelong love of learning. In line with our vision statement, we strive to ensure that all children aim high and work hard to be the best that they can be. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. We ensure that children are safe, happy and enjoy success in all that they do. In partnership with families, we are fully committed to providing an enriching and engaging curriculum. Children are guided on a nurturing journey enabling them to become more confident, independent, inquisitive, imaginative and empathetic learners. We believe there are no limits to what each child can achieve and we believe that anything is possible.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out

The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At East Boldon Infant School, children join from different nursery providers in September of the year in which they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

Implementation

FOUNDATION STAGE CURRICULUM

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the prime areas:

- **Communication and Language** - development involves giving 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.
- **Physical Development** - involves providing 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.

- **Personal, Social and Emotional Development** - involves helping 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.

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- **Literacy** - development involves encouraging 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.
- **Mathematics** - involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures.
- **Understanding the World** - involves guiding children to make sense of their physical and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** - involves enabling 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 feeling through a variety of activities in art, music, movement, dance, role play and design and technology.

Planning

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

In the Early Years, we write medium term plans using the EYFS curriculum based on a series of topics, each of which offers experiences in all seven areas. We also follow the children's interests where appropriate. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children progress through Reception at East Boldon Infants and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress with times for a daily phonics session using 'McKie Mastery Power Phonics' programme and teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

OBSERVATION & ASSESSMENT

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations USING AN ONLINE TOOL – 2Simple Evidence Me. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents via the online portal Evidence Me. There are two Parent Consultations in Autumn and Spring term to discuss children's progress and targets, along with a mini report at the end of the Autumn term and Spring term and a full report at the end of the school year.

The Reception end of year report is based on their development against each of the Early Learning Goals. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

SAFETY AND WELFARE

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

As a credited Healthy School we promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

We promote good oral health, as well as good health in general, discussing the effects of eating too many sweet things and the importance of brushing your teeth.

Please see our separate policies and procedures on Health and Safety, safeguarding. A list of these is included in Appendix 1.

Inclusion / Special Educational Needs and Disability (SEND)

Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents / carers at an early stage and the schools SENDCO is called upon for further information, support and advice.

Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

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 challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Positive Relationships

We recognise that 'children learn to be strong and independent from secure relationships'. (Ref: Statutory Framework for the EYFS, 2012).

We aim to develop positive, caring, respectful relationships with the children and their families. We work hard to develop and sustain links with parents and actively encourage families to be fully involved in the life of the school.

Parents as Partners

We recognise that parents are our children's first educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school. We ask parents to complete a questionnaire about their child (family, likes, dislikes, personal and social skills) and we use this and information from pre-school settings to build up a picture of every child.
- There is a formal meeting for parents twice a year, during which the teacher and the parent discuss the child's progress and parents receive a report on their child's attainment at the end of the school year.
- we hold an open afternoon (parent workshop) where the children show their parents round their classroom, share their work and celebrate their achievements.
- We encourage parents to talk to the child's teacher at any time if there are any concerns or worries.
- We arrange a range of activities throughout the year that encourage collaboration between child, school and parents eg celebration concerts
- We inform parents of what we have been learning each week via Evidence Me
- A home-school reading diary is used to encourage a dialogue about reading progress.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Reception to develop familiarity with the setting and practitioners.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. Children also access the year 1 classroom and meet regularly with their new teacher to aid a smooth transition.

Monitoring

Using the assessment plan for the subject, progress is tracked and evaluated to:

- Identify pupils in need of either support or extension
- Identify areas of difficulty or areas of strength
- Set new targets

All of this evidence contributes to the overall picture of achievement for each child. All of our assessments inform future learning.

The effectiveness of this policy and of practice will be monitored and evaluated by the coordinator and the Head teacher through:

- Lesson observations
- Scrutiny of children's work and planning
- Tracking of pupil progress
- Use of Assessment Data
- Discussions with pupils – Pupil Voice
- Discussions with staff – Staff Voice
- Monitoring of subject development plans by subject leads
- Link governor visits

Monitoring will in particular include focus on:

- The lowest 20% of children
- The Pupil Premium children
- The SEND children
- Effective challenge
- Timely adapting to the needs of the children
- Effective use of resources
- Engagement and focus of the children
- Specific areas linked to the School Improvement Plan

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy and visitors policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy and missing child policy

Procedure for dealing with concerns and complaints

See complaints policy