

# EYFS Policy

## Springwood Heath Primary School



**Approved by:** Governing Body

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## **Springwood Heath Primary School**

### **The Foundation Stage**

**“Every child deserves the best possible start in life and support to reach their full potential. A child’s experience in the early years has a major impact on their future 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 the 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 EYFS is based upon four principles:**

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

**At Springwood Heath we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that all children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by engaging with others and at Springwood Heath we praise, encourage, challenge and celebrate, to encourage children to develop a positive attitude to learning.**

#### **Inclusion**

**In line with our whole school policy on inclusion, our curriculum ensures that all children will be able to access good quality learning and we address issues of gender, disability, race and culture positively and without prejudice. All children and their families are valued within our school.**

**At Springwood Heath we believe that all our children matter. 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 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 the children’s learning needs**
- **Providing a wide range of opportunities to motivate and support children and to help them to learn effectively and identifying their „Next Steps“ of learning**
- **Providing a safe and supportive learning environment in which the contributions of all children are 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**
- **Monitor children's progress and taking action to provide support as necessary**

**It is important that all children in Springwood Heath School are "safe". We aim to educate children on boundaries, rules and limits and help them to understand how to "stay safe". 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. The wellbeing of all our children in Springwood is paramount.**

### **Welfare**

**"Children learn best when they are healthy, safe and secure, when the children's individual needs are met and when they have positive relationships with adults caring for them."**

**At Springwood Heath School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage (DfE 2012). eg. Child Protection/Suitable people/Staff qualifications/Staff: Child ratios/Safety and suitability of premises, environment and equipment. 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 ( See EYFS Risk Assessment 2017)**
- **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 Springwood Heath School we recognise that children learn to be strong independent learners from secure relationships. We aim to develop caring, respectful and professional relationships with all our children and their families.**

### **Parents as Partners**

**At Springwood Heath we recognise that parents are children's first and most enduring educators and we value the contribution they make. Here at Springwood Heath we recognise the role that parents have played and their future role in educating their children. We do this through:**

- **Talking to parents about their child before they start in our school**

- The children have the opportunity to spend time with their new teacher and their peers before starting school during „transition“ on a weekly basis with parents to support
- Inviting all parents to an induction meeting during the term before their child starts school with the Headteacher and Early Years Staff
- Offering parents regular opportunities to talk about their child’s progress in both nursery and reception class and allowing free access to the children’s Learning Journey Profiles“
- Operating an “open door policy” encourages parents to talk to the child’s teacher or key-worker if there are any concerns. There is a formal meeting for parents each half term at which the teacher/key-worker and the parent discuss the child’s progress, showing what the child has achieved and identifying next steps of learning. Parents receive a report on their child’s attainment and progress at the end of the school year
- Arranging a range of activities throughout the year that encourages collaboration between the child, school and parents: ie. Stay and Play Christmas Productions etc.
- Provide space in the children’s „Learning Journeys“ for parents to leave comments relating to the children’s achievements
- Encourage parents/carers to listen to their child read each night and to make a comment on reading progress in a home/school reading diary
- Encourage parents/carers to complete the home/school book to show children „magic moments“ from home.

### **Enabling Environments**

**At Springwood Heath we aim to provide a broad and balanced play based Curriculum; which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. At Springwood Heath School we recognise that the environment plays a key role in supporting and extending the children’s development. At Springwood**

**Heath we do not make a distinction between work and play. We support our children’s learning through planned play activities and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children’s learning through play, by getting involved in the play themselves.**

**“A rich and varied environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces” EYFS 2007**

**At Springwood Heath we aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experiences. Activities are planned for both indoor and outdoor classroom throughout the school day. The learning environment is divided into a variety of different areas: role play, book corner, mark making area, maths area, creative, construction, malleable, sand, water, small world and puzzles and these areas are mirrored outdoors as well, with also climbing frame and natural area. These areas are carefully arranged to encourage quiet areas and**



more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

### **Observation, Assessment and Planning**

The planning within the EYFS follows the school's Long Term Plan and Medium Term Plans which are based around half termly themes. These plans are used as a guide for weekly planning and can change depending on the needs of the children and their interests. We make regular assessments of the children's learning using photographic evidence, video or written observations and children's home/school book. All evidence is recorded in the children's Learning Journey" and is used to formally assess children through the Revised Development Matters in the EYFS Framework. (2012). Springwood Heath uses the information gather to record judgements against the 17 ELG"s (Emerging, Expecting or Exceeding) at the end of Reception Year.

### **Learning and Development**

At Springwood Heath School we know that children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other. Practitioners need to plan learning experiences of the highest quality, considering both children's needs and achievements and the range of learning experiences that will help them make progress. Well planned play is a key way in which children learn with enjoyment and challenge during the Foundation Stage, through the seven areas of learning." EYFS Guidelines"

Our approaches to the seven areas of learning are as follows:-

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Communication and Language**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

### **Personal, Social and Emotional Development**

We aim to promote self-esteem and a strong self-image by developing an inclusive ethos and providing opportunities for each child to become a valued member of the group. Constructive relationships with other children and adults are an imperative part of our work. The use of encouragement and praise, a listening ear and interested response to children's thoughts and ideas will develop positive attitudes to learning and an enthusiasm for knowledge. Through our nurturing environment, children are individually supported in developing confidence, autonomy and self – respect. They are encouraged to work and concentrate independently and also to take part in the life of the class, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All the children are given the opportunity, as appropriate, to take responsibility for themselves and also for the class.

### **Physical Development**

**Our programme of work in the Foundation Stage is intended to improve physical skills in all forms – co-ordination, control, manipulation and movement. It is hoped through confidence in movement and manipulation, children will benefit from a positive self-image and confidence and realise the importance of being healthy and active. Consideration and extra support is always given to those children whose physical skills are less developed and we aim to ensure opportunities are appropriate for each individual according to their needs. A range of equipment both indoors and outdoors, allows the children to challenge and explore their own abilities and skills under adult supervision. At the same time children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.**

### **Communication and Language**

**We encourage communication skills in all forms – speaking and listening in a wide range of situations including discussions, talk during play, story times, instructing, negotiation opportunities, singing and role-play.**

### **Literacy**

**In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, by hearing and responding to stories. Children are helped to understand that written symbols carry meaning, to be aware of the purpose of writing and to use drawn and written symbols for themselves and when ready, begin to read and write words and sentences using their phonic knowledge. A well-stocked book area gives every child the opportunity and encouragement to become familiar with books, able to handle them and be aware of their uses.**

**Nursery and Reception are introduced to a structured phonics programme called Letters and Sounds. Children are encouraged to experiment with mark making and emergent writing through a wide range of activities – as well as the mark making area, mark making material are also found across others areas both indoor and outdoor. As the terms progress children who are showing good hand and pincer control are given more formal writing opportunities to develop writing skills more fully.**

### **Mathematics**

**The Foundation Stage document states that:-**

**The development of secure mathematical understanding depends on becoming confident and competent in learning and using the key skill of counting, sorting, matching, seeking patterns, making patterns and recognising relationships and working with numbers, shape, space and measures. In line with this, mathematics opportunities are provided in our Foundation Stage in a variety of ways, through independent and adult initiated play, interaction and opportunities in role-play, creative work, using malleable materials, sand and water, cookery, investigations, songs and rhymes and adult led structured learning opportunities.**

### **Understanding the World**

**A safe and stimulating environment allows the children to explore and experiment with a range of natural materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities and to explore, share and record their findings. Children are assisted in exploring and understanding their environment, both within the class and the wider community. A range of safe and well maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems. As well as a specific natural area children have**

opportunities to focus on ways of using ICT to strengthen teaching and learning in the EYFS for example computers, programmable toys, smart boards, audio tapes, CDs and digital cameras.

### **Expressive Arts and Design**

**“Creativity is fundamental to the successful learning” At Springwood Heath we aim to offer a wide range of creative experiences in all areas of the curriculum to develop each individual’s creative development in full. Children are encouraged to use a wider range of resources in order to express their own ideas and feelings to construct their individual responses to experiences in two and three dimensions. Art equipment including paint, glue, crayons as well as natural and discarded resources provides for open-ended exploration of colour, shape, and texture and the development of skills in painting, drawing and collage. In addition, creativity in movement, music and dance are offered on a regular basis and children are encouraged to think creatively in all other areas of learning sand, water, malleable materials, small world, construction sets etc through sensitive intervention from an adult.**

**In line with all school policies and in the Foundation Stage, we make a commitment to “EVERY CHILD MATTERS ”. All staff constantly works towards a child’s entitlement to being healthy, safe, enjoying and achieving, making a positive contribution and economic well-being through the work we are involved in with the children in school and the support we offer our parents.**

**CRC/July 2020**