

EYFS Policy

Springwood Heath Primary School



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Springwood Heath Primary School

The Early Years 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:

Positive Relationships
Learning and Development
Enabling Environments
A Unique Child

At Springwood Heath Primary School 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 and extend children’s knowledge, experiences 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 2021) for example Child Protection/Qualifications of 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 2021)
- 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 recognize 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 families.

Parents as Partners

At Springwood Heath we recognize 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 children’s progress in both nursery and reception class and allowing free access to the children’s Learning Profiles through Tapestry.
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- Operating an ‘open door policy’ encourages parents to talk to their key person if there are any concerns. There is a formal meeting for parents each term at which the key

person and 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.
- Through the use of Tapestry parents leave comments relating to the children's achievements
- Encourage parents/carers to listen to their child read using the Read Write Inc programme.
- Parents have access to the Oxford Owl scheme to consolidate what they have learnt in school.
- Parents have access to Mathletics to enhance their numeracy skills and Purple Mash which covers all areas of the curriculum.

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 based 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. 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 Longerm 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 on Tapestry in the children's Learning Journey and is used to formally assess children through the Revised Development Matters in the EYFS Framework. (2021). Springwood Heath uses the information gather to record judgements against the 7 Early Learning Goals at the end of the 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"

The EYFS Framework (2021) explains how and what our children will be learning to support their healthy development. Children will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first.

- Communication and language;
- Physical development;
- Personal, social and emotional development.

These prime areas are those most essential for children's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

These 7 areas are used to plan children's learning and activities. We will make sure that the activities are suited to our children's unique needs.

The Foundation Stage Document (2021) states that:-

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

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. At Springwood Heath we deliver the Nuffield Early Language Intervention scheme to improve the spoken language ability of children in reception class. 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

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. We use Read Write Inc as structured programme for phonics. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

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.

