

EYFS Policy

St Giles CE Primary School

This policy should be read in conjunction with the following policies: Teaching and Learning, Child Protection, Safeguarding, Prevent, Administration of Medication, Intimate Care and Mobile Phones & Cameras in Early Years and Foundation Stage.

Safeguarding statement of intent

Safeguarding all our children is of paramount importance to us therefore, all necessary risk assessments are carried out prior to any activity. Enhanced DBS checks are carried out when recruiting new staff or volunteers. When welcoming visitors we check whether they have a DBS and carefully monitor their contact with children according to the regulated activity rules in the DBS guidelines. We are a "Safer School" and at least one member of staff and governors who are involved in the recruitment process have attended "Safer Recruitment Training." New staff are made aware of all the related Safeguarding documents including the Child Protection policy as part of the induction process and all staff receive Child Protection Awareness training regularly.

Introduction:

1.1 "Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its' own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up." (Statutory Framework for Early Years Foundation Stage 2014, pp 5)

1.2 The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Children join our reception class the year that their 5th birthday occurs between 1st September and 31st August. Parents are able to choose whether they wish their child to start school in at the beginning of the Autumn term in September or the beginning of the Spring term in January.

1.3 The aims of our EYFS setting (reception class) are guided by the Statutory Framework for Early Years Foundation stage 2014. This outlines that the foundation stage should enable children to become ready for school and that "school readiness" should be achieved. As is also specified in the same document the "EYFS seeks to provide":

"quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;

a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;

partnership working between practitioners and with parents and/or carers;

equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported." (Statutory Framework for Early Years Foundation Stage 2014, pp 5)

These are fundamental to the practise in the EYFS at St Giles CE Primary School.

We also aim to:

-create a safe, happy and nurturing environment where children are happy to accept challenges, take risks and embrace school life.

-create learning experiences where children are motivated and excited to learn to enable them to become confident and independent lifelong learners.

-create positive relationships where children feel they are valued, safe and respected.

The Curriculum

2.1In the reception class at St Giles CE Primary School we aim to provide a broad, balanced, differentiated and inclusive curriculum which meets the needs of children in the class in terms of social, emotional, physical, intellectual, moral and cultural development within an enabling environment.

2.2Throughout the EYFS we plan and create activities which enable children to work towards the early learning goals and prepare them for the National Curriculum. These activities give children varied, interesting and innovative learning experiences and opportunities; these give the children chances to work independently; accepting challenges and work with adults (both the teachers and teaching assistants in the class room). These learning experiences may take place in the indoor and outdoor classroom; children are able to access learning outdoors through our “free flow” classroom environment.

2.3Our curriculum enables children to learn and develop skills in 2 main themes: prime areas and specific areas.

Prime areas:

Personal, Emotional and Social Development. (PSED)

Communication and Language. (CL)

Physical development (PD)

Specific areas:

Mathematics.

Literacy.

Understanding the World (UtW)

Expressive Art and Design (EAD)

The classroom has an enabling environment where children are able to access these areas of the curriculum in their own free choice time independently, there is also a balance of specific teacher led lessons in all these areas which ensure that children are taught the skills, knowledge and attitudes in order to develop as a learner.

Assessment for learning

3.1 Assessment for learning is a vital aspect of the EYFS practise at St Giles CESchool, this is managed in three key ways. When children enter the school adults working alongside them will assess their current level of skills in all of the curriculum areas, this will be recording on a working document which will then be used throughout the school year in order to track children’s progress and provide information for developing children’s next steps for learning.

3.2 Feedback in adult focus activities - when children are working with an adult on a focused activity the adult will discuss the progress the child has made and together they will decide on the way in which the child can take their learning further and make steps of progress. Children will see the adults that they are working with as learners alongside themselves; they will talk alongside the child in order to make decisions.

3.3 Observations and independent learning - Children will have the opportunity to work independently on adult initiated tasks and child initiated tasks, the adults working alongside them will make observations of the children's progress whilst interacting with them. From these observations adults will plan opportunities for children to develop skills in the next step for learning.

3.4 Self-Assessment - A significant aspect of the EYFS practise is that children become aware of their own learning and are able to take charge of it, thus self-assessment and reflection is an important aspect of our practise. Children have regular opportunities to speak to their peers and adults working with them about what they are doing and evaluate their progress, setting themselves challenges and objectives for the future.

Safety

4.1 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.

Play

5.1 We feel that play is a fundamental element of the way in which young children learn and make progress. Through play children will develop skills and experiences which enable them to acquire skills which are vital in the development of the specific and prime areas of learning working towards the early learning goals. Sometimes their play will be supported by other children and sometimes it will be supported by an adult but it is never meaningless or pointless.

Monitoring and Review

6.1 It is the responsibility of the early year's foundation stage teachers to follow the principles stated in this policy. There is a named governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with each practitioner and to provide feedback to the governing body, raising any issues requiring discussion. The head teacher and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring.

This policy was prepared by C Gardner and approved by the Curriculum and Standards Committee on 28th September 2016. It will be reviewed annually.