



Early Years Foundation Stage (EYFS) Policy

Curriculum

The EYFS curriculum aims to ensure “school readiness” and gives children the skills and knowledge that will provide a solid foundation for good future progress. Our calm, positive ethos provides a comforting and happy learning environment for our young pupils. Almost all learning takes place through play and includes the following 7 areas of learning and development:

- Personal, Social and Emotional Development (PSED)
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

Our Approach

We plan provision and an enabling environment to ensure all children become confident, independent learners who look forward to their school day. Children experience a broad and balanced curriculum linked to themes in the world around them. Schemes of work are personalised by each teacher and reflect the interests of our pupils. Our children develop a strong sense of self while also learning to play, negotiate and co-operate with others. We deliver high quality teaching and learning, providing challenge and support to all pupils of all abilities.

Working with Parents

We work in close partnership with parents ensuring consistent, two-way communication between home and school. Parents are regularly informed of their children’s achievements and progress through informal dialogue at drop off and pick up times. We ensure pupils are collected and greeted daily by their teacher to facilitate this. Formal parent meetings happen once a term. A daily Message Book is also used to allow the sharing of information between home and school.

Parents are informed if their child is to receive a Kindness Apple or a Star of the Week certificate in Friday’s assembly. Parents can attend assemblies on Mondays and Fridays if they wish to and a special EYFS assembly is held each term. We hold regular workshops for parents on phonics, early maths and parenting. There is a Parent Suggestion Box in the hallway and any suggestions are responded to. Parent Reps are invited to attend the Parent Forums each term where all aspects of school life are discussed. The Reps then feedback to the rest of the parents in their respective class.

Assessment

Formal observations take place regularly to evidence each child's development and progress, at their own individual rate. These observations are recorded using the online platform Tapestry and are shared with parents at the end of each half term. Photographs of the activity, the areas of learning being assessed, and the age/stage band children are working at are all visible. At the end of each year, all children will have a learning journal which shows their learning achievements. The Early Years Profile is completed for each child in the final term of the year in which they turn 5. Summative assessments are also used to evidence progress in areas such as reading and phonics.

Use of Mobile Devices

The use of mobile devices is prohibited in EYFS. All staff mobile devices must be kept in a locked cupboard and only used during break times, outside of the EYFS learning environment. Photographs of children should only be taken using school devices such as cameras, amazon kindles or I-pads. If leaving the school building with children, adults are permitted to take their mobile devices in case of emergency or for navigation purposes, however they must not take photographs on them.

Teaching and Learning Supervision

All children can always be seen and/or heard by an adult throughout the school day. A minimum of two adults are always in the EYFS classrooms and play areas within the school building. In Reception Class we have a ratio of 1:13 adults to children. In Nursery Class we have a ratio of 1:8 adults to children and there is a fully qualified teacher on site and on call at all times. On the Early Years team we have two qualified primary teachers, one staff member with a Diploma of Child Care in Education (Level 3) and one NVQ Level 3 Child Care qualified TA.

Key Person and Named Deputy

The Nursery Room Leader (Sarah Leach) is the Key Person for Nursery Class and the Reception Teacher and Head of EYFS (Jennifer Lamond) is the Key Person for the Reception Children. The Nursery Room Leader is the Named Deputy in the absence of the Head of EYFS.

Lunchtime and Snack Supervision

During snack time and lunch time the Nursery and Reception Classes are combined. During this time, we have a ratio of 1:14 adults to children, however, there is always a fully qualified teacher on site and on call at all times.

First Aid Supervision

There is always at least 1 Paediatric First Aid trained adult with the children in their classrooms, at playtimes and on school trips.

Outdoor Supervision

EYFS have daily trips to local outdoor areas such as Bunhill Fields. During excursions out with the school building there are a minimum of 4 adults at a time allowing us to have a ratio of 1:7 adults to children. During this time there are a minimum of 2 Paediatric First Aid trained adults.

Use of toilets

Children are all taken as a class to the toilet by an adult before their morning playtime, before their lunchtime and before going to the park. Out of this time, if children need the toilet they must be escorted by an adult for their safety. The Nursery classroom has a telephone which can be used to contact additional adults if necessary, to ensure correct ratios are met. During clubs, children must be escorted to the toilet by an adult.

Wellbeing

As part of our daily routine, children are encouraged to use an interactive display focusing on emotions. They find their name/photograph and choose whether to stick it beside happy, sad or angry. This tool has been introduced to promote positive discussion of our emotions and to provide children with a tool to communicate their feelings, perhaps before having the language to do so. Children can move their name/photograph throughout the day and can use this strategy to let the adults know if something is wrong.

Created by JL April 2019