



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 such as animals, space etc. 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. Teachers are also happy to email parents if they would prefer this method of communication.

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 Nursery and Reception 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 e-journal which shows their 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 Literacy and Maths.

Use of Mobile Devices

The use of mobile devices is prohibited in EYFS. All staff mobile devices must be kept in bags/lockers 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. Visitors with mobile phones are asked to keep them stored in their bags or leave them at the front desk if visiting EYFS.

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 Classes we have a ratio of 1:10 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 four qualified 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 in Each Class

The Nursery teacher, Priscilla Farrell, is the key person for Nursery Class. In her absence, Sarah Leach is the key person in Nursery. The key person for RL Class is Jennifer Lamond and the key person for RB Class is Alice Blossie. Both teachers would deputise for each other in absence. This is communicated with all parents at the beginning of term in their communication books.

Lunchtime and Snack Supervision

During snack time and lunch time the Nursery children are supervised by members of the Nursery team and a fully qualified teacher is always on site and on call when the class teacher is on her break. During this time, we have a ratio of 1:14 adults to children.

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. A list of qualified first aiders is displayed in the First Aid Room, Staff Room and in other key areas of the school. A First Aid kit is available in

each class room and is regularly updated. All accidents are logged and monitored by our lead First Aider and dangerous patterns are addressed in SLT meetings.

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 3 adults at a time allowing us to have a ratio of 1:9 adults to children. During this time there are a minimum of 2 Paediatric First Aid trained adults.

Use of toilets

Children in Nursery Class use the toilets independently as they are situated within the Nursery Classroom where adults are always present. If Reception Class children are going to the toilet, an adult always escorts them at the toilets are short walk away from the classroom. During lessons out with the EYFS classroom space or after school clubs, children are escorted to the toilet area by an adult to ensure their safety.

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.

Before school clubs

Children are able to attend our breakfast club which is supervised by early years trained staff. Children who are 3 years old will always be within the 1:8 ratio during breakfast club.

After school clubs

After school are led by external agencies or class teachers. All club leaders are fully vetted and will have access to our walkie talkies should they need support of a member of staff. A member of SLT is always on site until all children have left the premises.

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