GWINEAR SCHOOL
EYFS POLICY

Written: Sep 15
Reviewed: Feb 18/Feb 19/Feb 20/Oct20
Class Teacher: Bethany Lynes/Becci Barber
Headteacher: Lee Gardiner
Agreed with: FGB
Review Date: Oct 21

Introduction

"Children are born ready, able and eager to learn. Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. 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." (Statutory Framework for the EYFS 2012).

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the EYFS is to help young children achieve these five outcomes.

At Gwinear we aim to:

- Provide a safe, caring and challenging environment that is sensitive to the needs of all children.
- Provide a broad, stimulating and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and carers and value their contributions, ensuring that all children, irrespective of their ability or background have the opportunity to reach their potential.
- Support children in building relationships through the development of social skills, such as co-operation and sharing.
- Support children to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

The EYFS is based upon four principles:

A unique child – We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive relationships – We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling environments – We aim to create a supportive and stimulating learning environment, where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up through planned continuous provision for the areas of learning. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning. These observations are recorded in the children`s individual online learning journeys. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and developing – The early years learning environment is organised to allow children to explore and learn securely and safely, taking appropriate risk. There are areas where the children can be active, be quiet and rest. The seven areas of learning are defined so that children are able to find and locate equipment and resources independently.

The Curriculum

Reception follow the curriculum as outlined in the Early Years Foundation Stage Document (EYFS) which is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014__with_clarification_note.pdf

This clearly defines our teaching and the following policy details the specifics of our setting. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The prime areas are;
Personal, Social and Emotional Development – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness
Communication and Language – Listening and Attention, Understanding and Speaking
Physical Development – Moving and Handling and Self care

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are:
Literacy – Reading and Writing
Mathematics – Numbers and Space, Shape and Measures
Understanding the World – People and communities, The world and Technology
Expressive Arts and Design – Exploring and using media and materials and Being Imaginative

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning, all activities planned within the Reception class are done so with these characteristics in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.
The three characteristics are:
Playing and Exploring – children investigate and experience things, and 'have a go'.
Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Observation, Assessment and Planning

Quality planning is the key to making children's learning effective, exciting and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows that the principles of EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their

current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.
The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects the identified needs. Assessment in the EYFS takes the form of regular recorded observations and this involves the teacher and teaching assistants. These observations are recorded and used towards children`s individual online learning journeys, which are shared with parents. At the end of Reception a written report is made for each child and sent home to parents who can then come to talk about their child's progress with the teacher.

Learning Through Play

At Gwinear we believe in the importance of learning through play in our Early Years classroom. We believe that children learn best from experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual education plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy.
In line with the school's Equal Opportunities Policy, we will provide all children regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Partnership with Parents and Carers

We recognise that parents and carers are children`s first and most enduring educators and we aim for the school and parents and carers to work closely together. This can have a very positive impact on a child's development but relies on a two way flow of information and knowledge.
We will develop this working relationship between school and parents and carers as follows:

- We will outline the school's expectations and curriculum offer on the school website.

- We will hold parent consultation meetings three times per year to discuss progress and how the child is settling in.
- Early years staff will send home a weekly homework activity for parents to do with their children. They will also send home daily reading and weekly spellings or sounds.
- We will publish our themes for each term on our website and on the parent notice board.
- We will operate an open door policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- There will be opportunities for parents and carers to visit school on a volunteer basis to assist with the children's learning.

Transition

Prior to a child's entry into the Reception class at Gwinear, the following procedures have been put into place to ensure successful transition:

- **Learning Together** - At the beginning of the summer term prior to the children starting school, the Reception teacher runs a weekly 'Learning Together' session. The children are invited with their parents to spend 45 minutes in the classroom to participate in continuous provision type activities followed by a story. This has proven to be a good opportunity for the children to meet peers, parents to meet other parents and classroom staff to start to build a relationship with the children and their parents/carers. After a few sessions the teacher will encourage the parents to leave their children for the session to support their transition further.
- **Pre-School Visits** - The Reception teacher will visit every child in their setting to talk to their Key worker and the children. If the children are in more than one setting the teacher aims to visit them all to gain a bigger picture of the child.
- **Parent Meetings** - In the July prior to starting school the parents of the new intake children are invited to an evening in which they will be given lots of information regarding what to expect about school, the FS curriculum and general advice. In addition, this is a time to ask any questions, meet the Eden Food Services and order any school uniform.
- **Home visits** – In the summer term, parents of the new intake children will receive a letter in order to arrange home visit. This enables the early years staff to get to know children in their own environment, in an attempt to provide children with a smooth transition from home to school.
- **Trips with Busy Bodies Pre-school** – We go on a trip out together, based on the summer term topic.
- **Meeting for parents** – At the end of the Summer term parents will be invited into school for a brief meeting with the class teacher to discuss the daily routines of the class and answer any questions parents may have.

Intimate Care

This is any care that involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on the age and stage of

a child's development, they may need some support, for example, dressing, wiping their bottom after using the toilet and changing underwear and clothes following an accident.
Parents inform staff of those children likely to require such care and a discussion takes place regarding how their needs can be met as closely in school as they would be met at home. Parents will always receive a phone call if a child requires such care during the day, although if the parents are unable to come to the school, staff will meet the care needs by using clean clothing, provided by parents. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.
Privacy is maintained as far as possible and staff are always encouraged to change a child in the presence of another member of staff. Intimate care is given to children who need it in line with our school policy. Parents are always informed when this care is given.

Health and Safety and Safeguarding

Children learn best when they are healthy, safe and secure, their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the school's safeguarding policy.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. Reception children are entitled to a free school meal, these follow a healthy food model. Any special dietary requirements are catered for.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only.

Children are taught the importance of keeping clean and washing their hands correctly.

NB: Some of our policy statements will be subject to change to take account of the current pandemic. Please see our current covid risk assessment.