

EARLY YEARS FOUNDATION STAGE POLICY, AIMS & CURRICULUM PROVISION

This policy needs to be read in conjunction with and have regard to:

[Keeping Children Safe in Education \(September 2020\) \(KCSIE\)](#)

[Prevent Duty Guidance: for England and Wales \(March 2015\) \(Prevent\) ‘Working Together to Safeguard Children,\(as revised March 2015\)](#)

Governor Responsible for EYFS: Mrs S Poulain

Introduction

This document is a statement of the aims, principles and strategies for teaching the Early Years Foundation Stage curriculum at Harvington School. It was designed by the Head of Early Years, in consultation with all Early Years staff who deliver the curriculum to The Early Years Section. The Head of Early Years consults regularly with the curriculum coordinators to ensure that the seven areas of learning are in line with school curriculum aims as well as the Early Years Foundation Stage curriculum and that the policies are reviewed annually. All school policies are reviewed by the Headmistress to ensure they meet with the aims of the school.

Aims and Rationale

The Early Years team will aim to ensure that suitable learning challenges are set. We aim to respond to the diverse learning needs of all children, including those who are gifted and talented and those with specific learning difficulties. The Early Years team aim to give every child the opportunity to experience success in learning and achievement. Learning should be fun and the Early Years team aim is to ensure that the learning experience takes place in a relaxed and enjoyable atmosphere, that is safe and homely, as well as being stimulating and encouraging. Listening to the child’s parents and the individual child is the main focus and starting point, on which to build, while listening to the children’s opinions and taking learning forward from this and their interests.

Principles of Early Years teaching

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

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 celebrations and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

In the Early Years we do not test for entry in to Harvington but we do use baseline assessment and end of stage assessment as a good indicator of progress made. We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children are treated fairly and equally regardless of gender, race, religion or abilities. All children and their families are valued within our school.

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 expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls; children with special educational needs; children who are more able; children with disabilities, children from all social and cultural backgrounds; children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is 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;
- Monitoring children's progress and taking action to provide support as necessary.
- Good communication processes with parents as the child first educator

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be know how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (These issues are dealt with in our whole school policies in these areas.)

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage April 2017. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection by frequent hand washing and cleanliness of the area and resources 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 clean, safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Adults looking after children have appropriate qualifications, training, skills and knowledge including first aid and Prevent training
- Staffing arrangements are organised to ensure safety and to meet the needs of the children
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children. We meet all these requirements.

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.

Parents as Partners

We recognise that parents' are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children.

We do this through although with Covid some of these steps may need modification to current social rules:

- talking to parents about their child before their child starts in our school during the induction process.
- inviting all parents and children to an open meeting and garden party before the end of the preceding academic year and an adult only evening when the child starts school to meet the teachers and staff
- Offering parents regular opportunities to talk about their child's progress in our termly Early Years consultation evenings in which the teacher and the parents discuss the child's progress in private with the teacher and allowing free access to the children's 'Foundation Stage Profile' at the end of the year.
- Opportunities for Nursery parents to talk to the child's teacher, in a lead in time each morning before formal registration, if there are any concerns. Parents receive a written report on their child's attainment and progress at the end of each school year and in the final foundation stage report it includes their child's profile scoring.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: trips, parent presentations on interests, religions and jobs, Sports Day, assemblies and garden parties etc.
- Encouraging Transition parents to contribute to their child's 'Foundation Stage Profile' by leaving comments or providing photographs, or 'wow' cards relating to their child's achievements.
- By having an 'open door' approach.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In the Early Years section the form teacher acts a 'Key Person' to all children in their class, supported by the Teaching Assistant or Nursery Assistant. We have good transition links with the Junior section of this and other schools. Visits are undertaken by the head of section in the summer term to aid transition. The Early Years teachers meet with the Year 1 staff to discuss the new intake of children. Staff and children from all sections of the school are included in some whole school events, such as Assemblies, summer concerts, sports day, Nativity and end of year productions.

We see teaching and learning as a process of co-operative teamwork. We welcome and encourage the involvement of parents and others in the community in line with school policies.

All members of the school community (teaching and non-teaching staff, parents and children) work towards the school's aims by:

- Valuing children as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Working as a team, supporting and encouraging one another

Teachers work towards the school's aims by:

- Maintaining an up-to-date knowledge of the Early Years Foundation Stage Curriculum.
- Providing a challenging and stimulating programme of learning designed to enable all children to reach the highest standards of personal achievement for their given potential

- Recognizing and being constantly aware of the needs of each individual child according to their ability and aptitude
- Ensuring that learning is progressive and continuous
- Being good role models - punctual, well prepared and organized
- Having a positive attitude to change and the development of their own expertise
- Working collaboratively with a shared philosophy and commonality of practice

Children and parents work towards the school's aims by:

- Attending school in good health maintained by adequate diet, exercise and sleep
- Being punctual and ready to begin lessons on time
- Being organized - bringing in necessary clothing, taking letters home promptly and returning reading books regularly
- Conducting themselves in an orderly manner
- Ensuring that children attend school in good health, regularly and punctually
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their child's abilities and offering encouragement and praise
- Participating in discussions concerning their child's progress and attainments
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Giving due importance and relevant support to homework, hearing reading and assisting in learning
- Attending school regularly, avoiding term time holidays

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. We observe the children and assess their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Observation, Assessment and Planning are undertaken by all teachers in the school who work with the children, supported by assistants where appropriate and recorded.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The classroom is set up in a way so that children are able to find and locate equipment and resources independently wherever possible. The Early Years Section makes use of outdoor space in the back garden, front garden and playground but currently we are in a bubble of and just using the front garden. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the chance for children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to turn take, share and make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through

the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the environment to extend their learning.

Strategies for Teaching and Learning of the Curriculum

The children in the Early Years Section follow the Early Years Foundation Stage guidance. Each class is taught by a class teacher, with specialist teachers for music, French, drama, P.E, art. Parents are occasionally also involved at times in the learning by talking to the children about their festivals, country of origin, or their jobs. Children learn through a balance of adult led activities and child initiated activities. Teachers plan activities that follow the Early Years Overview for each area; however, planning is enhanced for the individual through activities that are developed from weekly observations.

Strategies that are important in the Early Years Section:

- the partnership between teachers and parents, so that our children feel secure and happy at school and develop a sense of well-being and achievement;
- the understanding that teachers have, knowledge of how young children develop and learn, and how this affects their teaching as most are EYFS specialist.
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and

develop their intellectual, physical, social and emotional abilities;

- the encouragement for children to communicate and talk about and assess their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which can be shared with parents;

Strategies for Ensuring Progress and Continuity

The Early Years team, pay close attention to the EYFS, to ensure progression and continuity in the teaching of all seven areas in the Early Years Section. The Foundation Stage Profile provides a record of children's achievements and teacher observations to plan for the next steps of each individual. Transition meetings and activities such as play time with the next year group and visits to the next classroom, ensure that both teachers and children are fully prepared for the next stage of their education.

Moderation of children's work and foundation stage profiles takes place termly by class teachers and Head of Early Years and we are part of the Ealing partnership so attend borough moderation meetings. This process checks for progress and continuity across the whole Early Years Section.

Strategies for Assessment, Recording and Reporting

Throughout the teaching within the Early Years Section, the Early Years Team should help the children engage in all areas of the curriculum and help them to develop their understanding and

Use of Resources

All class rooms provide appropriate resources to enable the children to access the curriculum provided which may need to be brought in and swapped around depending on planning for the day/week. The resources are set out to enable the children to choose their own activity and resources where appropriate.

Role Play

We have a selection of role play equipment that can be shared with other classes. These include dressing up clothes, themed area, play tents, Lego, a variety of construction blocks, vehicles and shop and cafe equipment. Medical play themes are greatly enjoyed by the children as is the growing theme. The Early Years section is always looking for resources for this area and often seek props to support the children's interests from the parents and community.

Health and Safety

The school has subject specific ICT suite which is used by Transition

The school has a Health and Safety and Internet/devices policy which is regularly reviewed. Problems that arise are reported to the Health and Safety Officer via a Head of Section or our IT specialist.

SEN/ EAL and More Able Children

The Head of Early Years can consult with the school SENCO but usually involves the borough SEN specialist and if needed starts an EHAP after talks with the Head to discuss areas of concern and to become informed on strategies for addressing the needs of individual children. The parents involvement is gained via a Team Around the Child meeting. The Early Years Team actively engages with the needs of each child and work to intervene as early as possible when there are difficulties identified. This awareness is expressed primarily through their planning and classroom organisation. The Early Years Team ensures that gifted or talented children are given as many opportunities as possible to develop their skills further.

Planning

In common with other departments in the school the Early Years Section undertakes planning at different levels:

- Long term planning- the programme for a year group, also known as a subject overview
- Medium term planning- a half termly
- Short Term Planning- the weekly lesson schedule.

Differentiation

In Nursery there is no marking as such but verbal assessment is often used individually with a child or a comment might be made or a sticker given. Praise is given as often as possible and at our weekly celebration assembly. In Transition the school marking policy is followed. Tangible results will often be displayed on shelves, walls and in scrap books as a way of building pride and good self-esteem.

External Links

The Early Years has built up strong links with the Borough of Ealing, Early Years Team, with an Early Years Advisor and SENCO. The Early Years Staff attend where possible all courses run by the borough that are appropriate to the setting. External courses are regularly completed on line for such areas as Prevent and Fire Awareness training. An external trainer covers 12 hour paediatric first aid. The Early Years Team have



Roles and Responsibilities

The Early Years Section Teaching Staff:

- Deliver the curriculum to year groups from Nursery through to Reception
- Take a lead in their curriculum area for policy development and the production of the curriculum overview, designed to ensure progression and continuity in the teaching and learning of the six areas of learning throughout the school

- Maintain an up to date knowledge of the Early Years Foundation Stage
- Take part in professional development where objectives for the year are set together with the team leader. The objectives are reviewed half way through the cycle. Lessons observations are undertaken once per cycle; one carried out by the team leader.
- Through peer observation and discussion monitors progress in the teaching and learning.
- The Head of Early Years monitors all planning and provides feedback to all teachers
- Produce a curriculum summary for parents
- Take responsibility for the purchase and organisation of central resources
- The Head of Early Years takes responsibility for the purchase and organisation of central resources
- Are expected to keep up to date through reading and attending relevant courses
- The Head of Early Years in consultation with the Early Years team reviews all departmental documentation
- The Head of Early Years is responsible for informing and coordinating the Heads of Department on any changes to the delivery of their subject.
- Moderate children's work to ensure consistency, continuity and progression.
- Moderate Foundation Stage Profiles to ensure that judgements are sound.

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