

2015 -2017

Devoran School

Head Teacher – M. Thiele



DEVORAN SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

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Devoran Primary School

Early Years Foundation Stage (EYFS) Policy

At Devoran Primary School we are committed to providing a high quality early years' education which gives children a secure and confident start to their school life and nurtures a lifelong love of learning.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Devoran School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "learn and develop well and kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

The EYFS is based upon four principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.
- Positive relationships - supporting the children in becoming strong and independent.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - An acknowledgement that children learn in different ways and at different rates

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.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Devoran School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of additional needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Special Educational Needs Coordinator (SENCo) is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

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.

Welfare

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 (see EYFS Behaviour Policy). Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Safeguarding Policy)

"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."

At Devoran School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection 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 safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Devoran 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:

- inviting all parents to an induction meeting during the term before their child starts school to explain the Foundation Stage curriculum and how it is provided at Devoran. In addition, we explain how we aim to work with their child particularly in relation to phonics, reading, writing and Maths. Therefore, we also include ideas of activities to do at home and skills to master prior to starting school;
- talking to parents about their child before their child starts in our school;
- giving the children the opportunity to spend time with their teacher before starting school during weekly learning together sessions starting after Christmas prior to their September start date. The children are also invited to attend a transition morning as well as a Teddy Bears Picnic;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents three times a year at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a variety of activities throughout the year that encourage collaboration between child, school and parents: celebration assemblies, open afternoons, class trips, monthly coffee mornings, Christmas Fayre, Christmas Play, Summer Fayre and much more;
- providing parents an opportunity to celebrate their child's learning and development by completing "I'd just like to let you know..." sheets which inform planning and provision;
- ensuring all parents know that they can ring school to contact the teacher and arrange a meeting in person or over the telephone;
- ensuring all parents know that their child's teacher and teaching assistant are their key workers.

Enabling Environments

We aim to create an attractive 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 in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest.

Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning folders and furthermore inform the children's next steps within their learning.

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 Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support

the child. This may also include a discussion with the SENCo in order to access Special Educational Needs support.

At Devoran School:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)

At Devoran we support children in using the three characteristics of effective teaching and learning. These 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

Religious Education is also taught in the reception classes in accordance with Cornwall Council guidelines.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Devoran, there are clear procedures for assessing risk, which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2012, at Devoran we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At Devoran a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2012)
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- On a Tuesday and Friday the school runs a Healthy Tuck Shop in which healthy snacks and drinks can be bought.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy).
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy

- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

Transition

From Pre-school /Feeder settings

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

Learning Together

- At the beginning of the spring term prior to the children starting school, the Foundation Stage (FS) teacher runs a weekly Learning Together session. The children are invited with their parents to spend half an hour in the FS 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 myself as a teacher to start to build a relationship with the children and their parents/carers. By the summer term the teacher will encourage the parents to leave their children for the session to support their transition further. During this time the teacher is with the children or with the parents in the staff room to answer any questions.

Transition Morning

- In the July prior to starting school, the pre-school children are invited to spend a whole morning in their new classroom. They are also encouraged to stay for lunch to aid the transition process further.

Pre-School Visits

- The Foundation Stage 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.

Teddy Bears Picnic

- In the July prior to starting school, the new intake children are invited to a Teddy Bears Picnic with the current FS class and local pre-school. The Year 2s run a variety of activities on the school field for all of the children to participate in. Following the activities we all have a Teddy Bears Picnic, which includes a cake.

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.
- At the beginning of September before the children start school the Foundation Stage teacher has individual parent meetings to discuss the questionnaire sent out to parents during the summer holidays. It is also a time to find out more about the child and family as a whole. Additionally, the parents bring their child with them to spend some 1:1 quality time with the class Higher Level Teacher Assistant (HLTA).

Trips with Devoran Pre-School

- A variety of trips are planned with Devoran Pre-School within the Summer term prior to the children starting school.

Communication via post during the Summer Holidays.

- The Foundation Stage teacher sends a letter to every child as well as a questionnaire for their parents/carers, photos of staff members within the FS class and a 'Skills to Master' list to work on before starting school.

From Reception Class to Key Stage 1

Transition Morning

- In the July prior to starting school, the FS children are invited to spend a whole morning in their new classroom.

Transition Meeting

- The Foundation Stage teacher will meet with the Year 1 teacher(s) to discuss every child in detail. This includes their level of development assessed using the EYFS profile, friendships within the class and general information about the children and their families.

Teddy Bears Picnic

- In the July prior to starting school, the Year 1 teacher(s) is/are invited to a Teddy Bears Picnic with the current FS class and local pre-school. The Year 2s run a variety of activities on the school field for all of the children to participate in. Following the activities we all have a Teddy Bears Picnic, which includes a cake.

Trips with the Year 1 teacher(s)

- The Year 1 teacher join any class trips during the Summer Term.

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Foundation Stage and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Finally, at Devoran we believe that children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having the opportunities to interact in positive relationships and enabling environments (taken from statutory framework for the EYFS 2012).

Additional information regarding specific areas of EYFS can be found in the following school policies:

Behaviour Management Devoran Policy

SEN / Inclusion Policy

Anti-Bullying Policy

PSHE / Citizenship Policy

Classroom Management Policy

Equal Opportunities

EYFS Behaviour Management Policy

This policy will be reviewed December 2017