

# Grove Road Primary School



## EYFS Policy

<b>Policy Review</b>	
Review schedule	Every 3 years
Reviewing Committee	Teaching and Learning
Date of Last Review	December 2017
Date of Next Review	December 2020

Headteacher signature	Date signed
Chair of Governors Signature	Date signed

Please refer to our other school policies for related topics, including:

- Nursery Admissions
- SEN/Inclusion
- Safeguarding
- Health and safety

***“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”***

**“Statutory Framework for the Early Years Foundation Stage” DfE, 2017**

## **Introduction**

Early Years education is the foundation upon which young children build the rest of their schooling. At Grove Road Primary School this education encourages all children to learn in a safe and stimulating environment, offering opportunities to explore and make choices. Grove Road is a fully inclusive setting where all children can reach their full potential, academically, emotionally and socially.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults. As a school, we are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

The Early Years educational provision at Grove Road Primary School is available to children who enter school from September of the academic year in which they will turn four years old in the Nursery and in Reception for those children who will be five during the academic year.

## **Aims**

We aim to support each child’s welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a broad, balanced, relevant and creative curriculum.
- Using and valuing what each child can do, assessing their individual needs to enable them to progress.
- Being aware that children develop in different ways and at different rates and to be sensitive to the needs of all children; irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, gender or ability, including those with special educational needs and disabilities.

- Providing effective learning opportunities in a range of environments, inside and outside.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Working in partnership with Parents/Carers and value their contributions.

### **Staffing and Organisation**

The Nursery runs two 3 hour sessions per day and there is a Lunchtime Club available for children to attend for a hot dinner or packed lunch. Children can attend sessions on a flexible basis. The Nursery is staffed by a full-time teacher and a team of qualified support staff. There is a core team of 4 Key Workers plus internal part-time staff deployed according to need. Staffing may be subject to changes, but staff/children ratios will be maintained at 1:7.

Grove Road Primary School has two Reception classes which are run by a full-time teacher supported by a teaching assistant in each class. Other members of staff may be deployed in the Nursery and Reception classes, as required, based on the needs of the children.

The Nursery and Reception classes have classrooms and a secure outside area that is for the dedicated use of the Foundation Stage children. The outside consists of both grassed and tarmac areas. Children have free access to the outside area during Child Initiated Learning and for Adult-Led Activities. The outside area is used in all weathers unless it is considered unsafe for the children to be outside.

The children in the Reception classes join the Key Stage 1 and 2 children on the main playgrounds during lunchtime.

Children in the Reception classes have a 'Buddy' in Year 5. They meet up once a week to share a book and regularly meet on the playground at lunchtime.

Each class is organised into learning bays. All staff understand the need to be flexible within each area in order to respond to the children's interests, further enhancing the learning taking place.

Nursery and Reception attend a weekly celebration assembly that begins in the Autumn 2 term. Reception children attend a weekly singing assembly with Key Stage 1 and will attend some whole school assemblies on special occasions.

### **Learning and Development**

There are seven areas of Learning and Development which children should have acquired by the end of their Reception year. The educational programmes are set out in the 'Statutory Framework for the Early Years Foundation Stage' document (Department for Education 2017).

These seven areas are interconnected. Three areas (the Prime Areas) are crucial to develop lifelong learning and to help children form relationships:

- **Communication and Language** – children have opportunities to speak and listen in a range of situations and experience a rich language environment. They explore language in order to broaden their vocabulary and are encouraged to ask questions.
- **Physical Development** – children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices in relation to food.
- **Personal, Social and Emotional Development** – children develop confidence and self-esteem, learn how to manage feelings and respect others. The children develop the skills needed to work with others and to have confidence in their own abilities.

The prime areas are strengthened and applied through the four specific areas:

- **Literacy** – involves children learning how letters link to the sounds and begin to read and write.
- **Mathematics** – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures.
- **Understanding of the World** – children have opportunities to find out about people and communities, the environment and technology including ICT.
- **Expressive Arts and Design** – involves exploring feelings and ideas through music, dance, role play, art and design.

### **Active Learning through Play**

At Grove Road Primary School we recognise that young children learn best when they are actively involved in their learning. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play and enquiry. We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Children learn by leading their own play, and by taking part in play which is guided by adults. Uninterrupted time is planned into the routine of the day to allow this to happen. The role of the adult is to support this play through questioning, discussion and through providing opportunities for the children to extend their play and their learning.

At Grove Road 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 even 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.
- (Taken from statutory framework for the EYFS 2017)

### **Key Workers**

Each child, in Nursery, is allocated a Key Worker with whom they work during some Adult-Led Activities. The Key Workers liaise with parents/carers on a day to day basis and during parent consultations. Each child in the EYFS has a Learning Journal, in which assessment evidence is stored and these are regularly updated by each child's Key Worker. In Reception, this is carried out by the Class Teacher or the Teaching Assistant. During each session the children are offered a snack consisting of a piece of fruit, milk or water. In Nursery children sit with their Key Worker during snack time whilst in Reception, children adopt a 'rolling snack' where they can independently access their fruit during Child Initiated Learning. During snack time children are encouraged to take part in conversation and take turns at being the monitor. Children can bring in water in a labelled bottle. Water is available to all children during the day as required.

### **Observation and Assessment**

At Grove Road Primary School, we use a range of strategies to gather information about the children's learning and development and use this to ensure that our planning meets the needs of all learners.

Formative assessment is undertaken by all members of staff and may take the form of short observations, focused observations, annotated examples of work, photographs and information from parents. Learning Journals are readily available for parents/carers to look at and are shared with the children at regular intervals. Alongside this information and through our knowledge of each child we decide which band of the 'Early Outcomes' they are working within in each area of the curriculum. This is recorded using the Hertfordshire EYFS Observational Assessment Sheets and transferred onto SIMS. This baseline assessment is completed after the first 3 weeks of the first term (attainment on entry) and then at the end of each term. This information is closely monitored to ensure that all children are making good progress.

At the end of Reception, in the Summer term, teaching staff assess against the 17 Early Learning Goals in the EYFS Profile to decide whether each child in Reception is working towards, working at or exceeding the expected attainment.

A report is then shared with parents/carers documenting their child's development against the Characteristics of Effective Learning and their Profile scores. There are also opportunities for parents to meet their child's class teacher to discuss this information each term.

At the end of the year, a copy of the Profile scores are shared with the Year 1 teachers along with their learning journals to facilitate a discussion on each child. This helps to create a smooth transition and assists with the planning of activities in Year 1. The EYFS Profile scores are submitted to the Local Authority, who then monitor and moderate the judgements made.

### **Parent Partnerships**

We value and recognise the importance of the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each half term, we publish a newsletter and curriculum map to inform parents of what their child will be learning and how they can be supported at home. Information is shared on boards and doors in both entrances of Nursery and Reception.

In the Autumn Term Nursery and Reception staff hold a meeting with parents to discuss how their child has settled, shared their learning journal and answer any questions parents may have. The parent consultation meetings are held again in the Spring Term. Written reports are sent home in the Summer Term.

In Reception, a programme called 'Building Blocks' is run for parents once every term which provides them with the opportunity to both observe and support their child within the classroom. Parents also participate in a workshop which demonstrates why and how we teach certain parts of the curriculum e.g. phonics.

We welcome contributions to the Learning Journals from home and provide a reflection form for parents/carers to complete after they have looked at their child's Learning Journal. Parents are encouraged to contribute 'wow moments' across the phase to share any significant moments in their child's learning at home. These moments are then recorded in their Learning Journal.

In Reception, children take reading books home to share and can also choose reading for pleasure books from our lending library. The Nursery children are encouraged to take reading for pleasure books home to share.

Nursery parents/carers are actively encouraged to come into the Nursery at the start or at the end of each session. Parents/carers can join in with a 'Busy Fingers' activity, share a book or just observe their child playing. In Reception there is a weekly opportunity for parents/carers to join in with a 'Busy Fingers' activity or share a book with their child. Parents are welcome to stay and help for a whole session by prior arrangement with the class teacher.