



SANDHURST
— PRIMARY SCHOOL —

'Aim High Be Happy'

EYFS Policy

Policy Control	
Responsible Person:	Headteacher
Responsible Governor Team:	Frances Holland and George Parkin
Approved by Governors:	November 2021
Date due for review:	November 2022

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

At Sandhurst Primary School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

Our School Values

Sandhurst Primary School values

Enjoyment Challenge Friendship Independence Confidence Resilience

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

Sandhurst Primary School

Foundation Stage Policy

November 2021

1.0 Introduction

Ethos and Aims

'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.'

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Sandhurst Primary school all children join at the beginning of the school year in which they are five. They attend school part time for the first three weeks of the Autumn Term and then they stay full time on week four.

The EYFS is based upon four principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

Sandhurst Primary School follows the EYFS statutory framework. The framework seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) which applies from September 2021.

Safeguarding and Health and Safety

'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.' (DfE, 2014)

Sandhurst Primary School is committed to safeguarding all of our pupils, through:

- Maintaining children's welfare as our paramount concern. Staff undertake annual training to remain up to date with the best practice.
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might / can talk to
- Providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties

- promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- Ensuring all steps are taken to maintain site security and student's physical safety
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication. We use CPoms as a way of recording safeguarding concerns.
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive liaison with other agencies

Transition from Pre-school to Reception

Sandhurst Primary School works closely with feeder settings to ensure that the children make a smooth transition to school. In the Summer term, we organise opportunities for each child to have a number of Stay and Play sessions in their new classroom, to give them time to become familiar with the setting, their new teacher and teaching assistants and the other children in the class. School staff make additional visits to talk to pre-school staff. We also meet with parents to build a relationship and give them the opportunity to ask questions about their child. From September, the children have a staggered start, to support a positive transition.

Principle 1: A Unique Child

At Sandhurst Primary school 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 and Equal Opportunities

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Sandhurst Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school community.

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 and challenging 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:

- utilising extensive transition work to understand each child's starting point
- using the statutory reception baseline assessment to help inform our planning
- 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.

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 taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy)

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."

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

- promote the welfare 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. We endeavour to meet all these requirements.

2. Positive Relationships

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

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

- talking to parents about their child at the initial meeting;
- inviting all parents to an induction meeting during the term before their child starts school;
- visiting children in their preschool settings
- giving the children with their parents the opportunity to spend time with their teachers and peers in the form of 'stay and play' sessions which take place the term before they start school
- providing parents with a 'Starting School' handbook before their child starts school
- uploading regular observations on Class Dojo showing snippets of the children's day
- encouraging parents to make comments and share information about their child's learning at home on their Dojo account
- providing an open-door policy which encourages parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents two times a year at which the teacher

and the parent discuss the child's progress with the teacher. Parents receive a report on their child's attainment and progress in the Spring term and at the end of each school year

- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: parent workshops, school trips, inviting parents to talk to children about their work and hobbies, Sports Day etc
- inviting the children to come to a 'Buddy afternoon' where they meet and play with their buddy who will be in Year 6 when they start school. The Year 6 buddy provides information about themselves to their new Reception Class buddy.

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.

We have good links with our main feeder pre-schools. Visits are undertaken by the EYFS teacher in the summer term before the children start school. The teacher meets with staff to discuss the new intake of children and meets the children.

3. Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by finding out about their interests, asking the children what they would like to learn and observing the children's development and learning. This information is then used to plan resources and activities which will stimulate and extend the children's learning within a balance of child initiated and teacher directed activities.

- The planning within the EYFS is based on ongoing observations and assessments of the children's interests, strengths and areas which need to be focused on for the class, groups or individuals. The teacher will discuss with the children at the start of each term where the new topic will take them and then plans possible lines of development. Medium term plans reflect children's interests, strengths and specific focus areas and demonstrate the ELG's to be covered in the prime and specific areas, possible activities, planned days and events and needs/ programmes for individual or groups of children. Weekly and daily plans are based on children's interests and assessment of next steps for learning identified from teacher directed and child initiated activities and observations.
- We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS predominantly takes the form of observation, although children carry out a baseline assessment on entry; currently provided by the Standards and Testing Agency. Formative assessment involves the teacher and other adults making notes about the children's significant developments in learning whilst scaffolding the children's activities and learning. These observations are recorded using Target Tracker. Within the final term of the EYFS, we provide a written summary to parents and use the EYFS profile as a summative assessment of each child.
- The EYFS classroom is organised to allow children to explore and learn securely and safely. The indoor and outdoor classroom environment is set up in learning areas which reflect the seven areas of learning in the EYFS curriculum. Clearly labelled and easily accessible resources enable children to find and locate equipment independently. The classroom is stimulating and forever changing. The EYFS class has its own enclosed outdoor area. There is free flow between the outdoor and indoor areas.
- All adults are aware of the need to check equipment and report any concerns to the Class Teacher, who then reports to the relevant person. The Class Teacher completes more detailed checks each week, eg fences, fastenings, condition of resources, playground etc.

3.1 Learning and Development

Sandhurst Primary School 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 inter connected.

Teaching and Learning Style

Effective teaching and learning styles in the EYFS are based on:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- 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 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 are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

3.2 Characteristics of Effective Learning

Playing and exploring, active learning and creating and thinking critically are embedded into all activities as they underpin learning and development across all areas of learning and support the child to remain an effective and motivated learner.

Playing and exploring

“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 make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creative 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 classroom to extend their learning.

3.3 Areas of Learning

The EYFS is made up of seven areas of learning:

Three prime areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
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None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

4. End of the Reception Year

Transition to Year 1

During the Summer term, Sandhurst Primary School teaching staff will plan a programme of transition to support the children with their move to Year One. This involves visits to the Year One classroom, discussion with current Year One children, walks to look at where they will enter school and opportunities to ask any questions about the next year. There is a ‘jump up’ afternoon which gives the children a taste of their new class and teacher and we also arrange a transition meeting for parents.

5. Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS class. This governor will discuss EYFS practice with the practitioners regularly. The Head teacher will carry out monitoring on the EYFS as part of the whole school

monitoring schedule.

EYFS development forms part of the whole school improvement plan which is written each September.