



PRINCE OF WALES PRIMARY SCHOOL EYFS POLICY

September 2019

Our EYFS Prince of Wales Vision Statement:

At Prince of Wales we believe that children need to have a safe, nurturing environment where children can develop their awe and wonder of the world.

We aim to provide a stimulating, child centred place of learning that promotes an independent, confident and happy child with a passion for learning.

Aims

At Prince of Wales Primary School Foundation Stage we aim to give each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to develop into independent and fearless lifelong learners. Through a positive caring environment, we provide the opportunity for every child to reach their full potential.

We will encourage children to develop independence within a secure and friendly atmosphere; to support children in building relationships through the development of social skills such as cooperation and sharing; to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals. The EYFS must provide every child with a feeling of security, being valued and the confidence to explore new learning.

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school.

“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, Department for Education, 2017

In our school we believe that all of 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.

The four principles which shape our practice are as follows:

- *A Unique child.* Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- *Positive Relationships.* Children learn to be strong and independent through positive relationships.
- *Enabling Environments.* Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- *Learning and Development.* Children develop and learn in different ways and at different rates.

In our 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 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 learn effectively; Providing a safe and supportive environment in which the contribution of all children is valued; Using resources that 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 about boundaries, rules and limits and to help them understand why they exist. We provide children with appropriate 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).

The Importance of Play and the Characteristics of Effective Learning

At Prince of Wales we believe that children learn best through play. We have high expectations and aim to develop learning through play. Our aim is to provide an enabling environment and offer purposeful play opportunities to reflect the children's interests. We aim to inspire the children, whilst also making sure that they have the opportunity to embed, extend and practise the skills they have learned through direct teaching. We encourage our children to learn to make their own decisions and choices so that they can become independent, confident and happy learners ready to start on their next journey to the later years of school life. **The Characteristics of Effective Learning are used as the forefront** of all planning

and assessment. The Key person will regularly observe the children and learn about their interests, and assess what they know. They will focus on assessing how children learn and develop their learning style through play and interaction.

The Characteristics of Effective Learning:

Playing and Learning. 'Engagement'. Children investigate and experience things and events around them and be willing to 'have a go.'

Active Learning. 'Motivation'. Children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.

Creative and Thinking Critically. 'Thinking'. Children have and develop their own ideas, make links between different experiences and develop strategies for doing things.

None of these areas can be delivered in isolation from the others. All areas are delivered through a balance of adult led and child initiated activities. In each area the Early Learning Goals (ELG's) define the expectations for most children to reach by the end of the EYFS.

Our Curriculum

At Prince of Wales we follow the EYFS curriculum. The EYFS framework includes seven areas of learning and development, all of which are as important as each other. There are three prime areas which underpin all learning and development and these areas support the other more specific areas of the curriculum.

The Prime Areas of Learning and Development

1. Personal, Social and Emotional Development.
2. Communication and Language
3. Physical Development.

The Specific Areas of Development

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design.

We believe all of these areas of learning are delivered in union with each other. They are all equally important and depend on each other to support a rounded approach to child development.

At Prince of Wales we deliver these areas using a balance of adult and child led activities. We develop each area of learning through planned, purposeful play and a child centred approach.

Planning and Assessment

At Prince of Wales we assess the children in many different ways in order to obtain an in depth understanding of each child's level of understanding. We use spontaneous and narrative observations, photographs, examples of work, conversations with parents, information from professionals, discussions as 'play partners' and also practitioner knowledge. *Spontaneous observations* to be used throughout the day, 'catching' children doing something. These are placed in Special Books. *Narrative observations* are linked to Characteristics of effective learning, linked to Development Matters and next steps taken from Narrative to inform focus children the following week. After teaching them as a focus child, the child can then be re – observed if needed.

In our Nursery we use Tapestry to record our observations whilst also using a special book. Parents are able to access this online through their mobile or computer. Although all areas are assessed we focus mostly on the Prime areas of learning in the Nursery.

Our assessments are recorded onto an assessment sheet and then this information is updated onto our school data programme Target Tracker. We assess the children on entry, then at the end of each half term. All progress is closely monitored and is shared at our one to one meetings with parents which take place every week in Nursery and Reception. At the end of EYFS we then complete the EYFS profile.

We ensure that our assessments are accurate by in house moderation, across the Local authority and through a moderation network the school has been part of also.

Our topics are based on the core book approach and we aim to develop a love of reading through exposing the children to books. We take great pride in being led by the children's interests and will modify the planning accordingly.

Our phonic scheme from Reception is RWI. In Nursery we use Jolly Phonics and Phase One Phonics of Letters and Sounds.

Adult led/ Child initiated learning

At Prince of Wales there is a balance between adult led experiences and child initiated activities across all seven areas of learning. We believe in a balanced approach to adult and child initiated learning. Child initiated activities should still be supported by the adult as appropriate, interacting to support and extend learning, although making sure it does not turn into an adult led activity

Our environment facilitates more child initiated learning, so that children are stimulated to explore and extend their ideas

The adults will plan for the children using loose topics as starting points. These topics reflect the children's interests and the world around them. Once the children have been observed, the adults then modify the planning to suit the current interests of the children. We believe that children learn best from choices they have initiated themselves and encourage this as much as we can. Our aim is to have an enabling environment where children can build upon, embed and extend the skills they have learnt from the direct teaching or interaction that has taken place. Our aim is to give the children the opportunity to try things out in a safe and nurturing environment and encourage our children to be independent learners. Adults always responding to learning to support and extend

The adults will support the children's learning and development by extending by questioning, asking open ended questions, asking higher order questions, challenging thinking, modelling standard English – particularly for our EAL children, modelling speaking in full sentences

Adult Led – adults choose the activity, introducing the chn to new ideas and concepts through group or 1:1 interactions in addition to carpet sessions. Although chosen by the adult, best practice will draw on chn's interests. Remember often small group adult led learning is sometimes more efficient than whole class carpet sessions.

Adult Supported– adults support and extend ideas in every opportunity (whether child initiated or adult led through effective questioning, modelling, rephrasing, challenging thinking/ scaffolding chn's talk or learning to secure progress

Child initiated – child chooses the activity or focus which may or may not reflect the content of previous adult led piece of learning. Adult here needs to listen and observe the child so they can respond to new interests and make changes to planning to secure progression.

Outdoor Learning

Our children have free flow access to inside and outside. We cover all areas of learning outside. Our children are encouraged to use these areas creatively, interchangeably and independently. Children have access to outside at all times unless there is a storm or ice. We encourage children to play outside even on rainy, cold days. *'We do not believe that there is bad weather, just bad clothing.'*

Parents and Carers

We believe a strong parent/ school relationship is vital and create lots of opportunities to invite our parents and carers into school. We believe our parents are the children's first educators and value their contributions in our school. We have many different events where we invite parents to. Before our children start at Prince of Wales we invite EYFS parents to regular open days. In July each year, new Nursery and Reception parents are invited to Stay and Play sessions. These are informal sessions where new parents are able to come and spend time at their child's new Nursery and Reception Class. We also have our Parent Café's once every half term, home visits for new children, Phonic Workshops, Focus Week Meetings, Parents Evening Drop in events, etc.

Home Visits

All children in Nursery require a home visit prior to starting our Nursery. Home visits will take place at the end of July and in September, on the first week of the academic year. New to our school reception children also require a home visit and these take place in September.

At the home visit there will preferably be at least one member of the Nursery/Reception staff there with another member of staff. The Nursery/ Reception member is there to begin to get to know the child.

Reception children who have not attended our Nursery also require a home visit.

Transition

We want all children to feel safe, confident and happy in our school and to feel secure and comfortable with us. After the Stay and Play sessions, staff visit at home and get to know the children and parents/carers. The children are then invited into school. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. When a child begins, we will advise the parent/ carer of their settling in plan. We expect that a parent will honour the commitment to stay for at least the first week or possibly longer if needed until the child can happily play without them. The settling in times and process may vary according to the needs of the children and the settling in time will be different for all children depending on the individual

needs of the child. The key person will advise the parent of the duration and plan. When parents leave, we ask them to say goodbye and explain they will be coming back.

Toileting

Please see Prince of Wales Toileting guidance.

Key Person

All children in Nursery and Reception have a key person. This is communicated with parents at the start. An information sheet 'What is a key person?' is given to parents within their first week of starting school. This also includes the name of their child's key person.

Safeguarding and Welfare

See school policy regarding specific safeguarding, intimate care policy, also refer to EYFS toileting guidance and behaviour information. In addition, and due to the needs of the children we ask that parents and carers keep their children at home until 4-8 hours have passed following the last case of any vomiting or diarrhoea.

This policy will be reviewed and approved by The Early Years Leader. Areas for development will be incorporated into the school improvement plan as necessary.

SignedHeadteacher

