

# Davyhulme Primary School



## EYFS Policy

Date of Policy January 2020

Review in January 2021

## **Policy aims**

This policy has been written to provide staff in school with guidance and support for the teaching of the EYFS. It establishes the importance of curriculum guidance and the key objectives for the statutory delivery of the EYFS

## **Introduction**

EYFS is a statutory stage of Education, it has its own curriculum aims, structure and guidance. Observations form an integral part of the practise in Early Years and alongside Teacher knowledge contributes to the planning and delivery of learning opportunities.

## **Intent**

At Davyhulme Primary School, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon.

It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential. With all of this in mind, we begin each year by assessing the children and looking at their individual needs - taking into account their different starting points- we then carefully develop our flexible EYFS Curriculum which enables them to follow the path of their learning journey, at a point, that is suitable for their unique needs and stage of development.

**‘Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them’**

## **EYFS Statutory Framework 2017**

Children in both our Nursery and Reception classes follow the EYFS curriculum, which has seven main areas of learning.

The Prime Areas:-

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

The Specific Areas:-

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

The teaching of these areas of learning is practical and playful with support and challenge from adults in class sessions, small group sessions, keyworker group sessions and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities.

**‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for 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’**

### **EYFS Statutory Framework 2017**

Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the “Characteristics of Effective Learning”.

At Davyhulme Primary School, we strive to develop these key characteristics of “Playing and Learning”, “Active Learning” and “Thinking Critically” in order to give the children the skills that they will continue to draw upon throughout their development. All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year which following their lead, encompasses a range of topics. A vital part of the Curriculum is therefore the transition period when the children enter our classrooms and we get to know more about them and their interests.

Our learning environments, both inside and outside are also adapted regularly to meet the different and developing needs of the children in our care. We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Within our EYFS Curriculum, children are assessed continuously through observations. These provide us with information for future planning, not only for our individual classes but also for individual children’s next steps in their learning. They enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make outstanding progress within our EYFS setting. Davyhulme Primary School strongly believe that EYFS is the beginning of our children’s educational journey and igniting the flame for learning is imperative in “reaching for the stars”. As part of our commitment to Growth Mindset we always encourage children to ‘keep stretching’ and not settle in the ‘reach zone’

### **Vision**

In Early Years at Davyhulme Primary School, the staff work together towards a shared vision of "Reaching for the stars". We guide the development of children’s experiences with a view to ensuring that all children are ready to fully benefit from the opportunities ahead of them and are able to fully exploit all learning opportunities.

We aim for the children in EYFS to be:

- Happy, secure and to feel safe
- Independent, self-assured risk takers
  - Confident and Resilient
- Excited and motivated to learn
- Socially strong and able to form positive relationships

All staff deeply care about the children in our school. We treat all children as individuals and promote positive relationships. We make it a priority to form close relationships with families and the wider community to promote the best outcomes for all children. Staff members use consistent boundaries and praise and rewards form the backbone of our behaviour management system. We recognise and value individual's strengths and talents and believe in praising effort and valuing the little steps that really make a difference to a child's progress. We know that by doing this, we are building happy and secure children, who feel safe. Praise and clear boundaries contribute to the confidence and resilience of our children. Creating children who are independent, not only in their organisational skills but also in their learning, is a high priority for us. We believe that all children are intrinsically capable of amazing things and we develop this through having high expectations of all children. We pose challenges, build confidence and self-esteem, show children how capable they are and support them to reach their potential. We take time to teach independence skills explicitly and support children to develop into well-rounded, ambitious learners. Taking risks is an important part of learning and we have developed both our environments and our teaching and learning strategies to promote children measuring and assessing risks for themselves and in having confidence and resilience to attempt challenges. Confidence and resilience are key skills for a developing learner. We explicitly teach children to understand the learning process and understand mistakes are valuable learning experiences.

Through the Characteristics of Effective Learning, we develop children's active learning skills and help them to understand and respond to feedback. Perseverance is highly valued and praised. We strongly believe that in order to develop resilience, we must teach children to be independent learners who problem solve for themselves and know to keep trying and how and when to access help. Excitement and motivation for learning are developed through planning fun, engaging and challenging lessons based on the needs for the children. We follow the fascinations and interests of the children and teaching and learning is fast paced to respond to the changing needs of individuals. We provide new and interesting experiences, building on and adding to the range of activities children will have had at home or through pre-school experience. We make learning purposeful and rooted in real-life contexts, where possible, so that children have motivating reasons to learn and to help them to apply their knowledge to a range of situations. We set social development at the core of our learning and understand the value of relationships, friendship and kindness. Children are encouraged to become well-rounded and sociable through the modelling of our school values, positive interactions and language at all times. We employ a child-led problem solving approach to conflict

resolution and hold children responsible for their actions and behaviour. We teach about honesty, co-operation and respect. While teaching children to be assertive, we balance this with empathy and understanding for others and support children to solve their friendship problems independently, where possible.

## **The Unique Child**

At Davyhulme Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop at different rates and that their attitudes and dispositions to learning are influenced by others. We use praise and encouragement, as well as celebrations/class bears as rewards, to encourage Children to develop a positive attitude towards their learning.

## **Inclusion**

All children and their families are valued within our school. We embrace the diversity of individuals and do not discriminate. We give all children the opportunity to 'Reach for the Stars' and achieve their best.

We plan to meet the needs of all Children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests. Developing children's self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs
- Provide a wide range of opportunities to motivate and support children and to help them learn effectively
- Provide a safe and supporting learning environment in which the contribution of all children is valued
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Monitoring Children's progress and taking action to provide support as necessary

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

## **Parents and Carers as Partners**

Parents and Carers are Children's first and most enduring educators and the contribution they make is highly valued by us at Davyhulme Primary School.

The role parents and carers play and will continue to play is recognised through:

- talking to parents about their child before they start our school (Home visits in Nursery and new to Reception)

- the opportunity for children to meet their teacher before starting school (Stay and Play sessions)
- induction meeting for all parents and carers
- regular opportunities to talk about children's progress
- regular contact with class teacher, teachers are the first port of call for any concerns to be raised.
- Parents evenings
- Half termly drop in sessions to look at learning journeys
- Seesaw app
- A range of activities throughout the year to encourage collaboration between child, school and parents eg assemblies, sports day, stay and play sessions, nativity, picnics.
- Parents and carers contributions to their child's Learning Journey
- Weekly newsletter

All EYFS staff develop good or excellent relationships with all children, interacting with them and taking time to listen to them. All practitioners are responsible for a key worker group.

We have excellent links with the private day nurseries and childcare providers in our catchment area and have our own school Nursery onsite. The EYFS practitioners meet with staff from other settings to discuss the individual children and share information.

## **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'**

### **EYFS Statutory framework 2017**

At Davyhulme Primary 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 2017. We understand that we are required to:

- Take all necessary steps to keep children safe and well. This includes safeguarding children; ensuring the suitability of adults who have contact with children; promoting good health; managing behaviour; and maintaining records, policies and procedures. (Statutory Framework 2017)

## **Health and safety**

There are clear procedures in place for assessing risk (see whole school risk assessment policy) which include keeping children safe on outings (Evolve and OE6) and for any aspects of the environment or provision that may require further risk assessment. In addition to this half termly, weekly and daily risk assessments are conducted (see EYFS risk assessments). In the staff handbook, safeguarding and child protection policies there is detailed information and procedures to ensure the

safety of the children. The EYFS risk assessment must be read in conjunction with the other relevant whole school policies.

In line with the EYFS statutory Framework 2017, at Davyhulme Primary School we undertake:

- a whole school medicine policy ensuring there are systems in place to guarantee that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. (see whole school policy)
- fresh drinking water is available at all times
- Children's dietary requirements/needs are recorded and acted upon
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries are kept (see First Aid Policy). As of January 2020, all EYFS practitioners are Paediatric First Aid trained.
- The EYFS leader is the named behaviour manager for the Early Years with the Key Stage One leader, Deputy Head Teacher and Head Teacher for support.(Refer to inclusions policy, behaviour policy and physical restraints 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 and lockdown procedure and policy
- A safeguarding policy