

EYFS Policy



Normand Croft Community School

An International Family of Learners

Reviewed By Governors January 2019

Next review: January 2020 or earlier if necessary

1. Our Mission Statement

- a. We put children at the heart of everything we do, achieving their safety, happiness and progress as learners underpins every aspect of our work.
- b. We will take our passion for learning and use it to create an excellent school, where everyone has the opportunity to thrive and achieve their best.
- c. We set high standards and have high expectations for all children.
- d. We value individuality, and strive to ensure that each and every child receives an education that's inspiring and tailored to their needs.
- e. We believe in the core values such as *honesty, respect, co-operation, happiness, responsibility, tolerance, determination and peace* and they form a foundation upon which our school's 'safe and happy' ethos is built. They will enable children to achieve here.
- f. We believe that, as a result of high quality teaching, barriers to learning will be overcome and that every child will reach their potential.
- g. Our mission statement applies to every child; from the moment they begin their learning journey with us.

2. Key Principles of EYFS Practice – in brief:

We believe children learn best when:

- a. Their **wellbeing is high**. We aim to provide a safe, nurturing environment for children to make the best possible start at school.
- b. There is a **strong parent partnership**. We value the partnership between home and school.
- c. **Learning activities are well planned**, ensuring equality in opportunity, quality, consistency and progress in the short, medium and long term.
- d. High quality teaching and learning promotes **high engagement and motivation** for children to foster their curiosity and enthusiasm for learning.
- e. **Quality and consistent assessment** informs next steps in teaching to support children's individual needs and interests.
- f. There is **early identification of needs** – In our Early Years setting we work closely with a speech and language therapist to support early interventions. We believe that early interventions will enable children to make rapid progress.
- g. There is a **highly engaging learning environment**. We aim to develop a safe, purposeful and calm indoor and outdoor learning environment.

3. The Early Years Team at Normand Croft

- a. We have three distinct groups within our EYFS:
 - i. Willow Group two-and three- year-old provision: for children aged between two and three years of age.
 - ii. Oak group three-and four-year-old provision: for children aged between three and four years of age. Depending on their age, some children might spend up to five school terms working in Oak group.
 - iii. Reception class provision: for children aged between four and five years of age.

- b. Our EYFS children are taught in two distinct classes:
 - i. Willow and Oak children are taught within our large Nursery. A qualified teacher manages the nursery, and has a team of qualified/experienced staff. The youngest children in Willow, who have not yet reached their third birthday have planned time with their Willow lead practitioner and key persons. Older children in the Nursery spend most of their time engaged in 'planned, purposeful play' across the nursery floor, and also have planned time in their family groups.
 - ii. Reception children are taught in a separate classroom area, and engage in 'planned, purposeful play' along with structured learning time to enable them to be ready for the Year 1 curriculum at the end of the Reception year. They are taught by a qualified teacher and her support staff.
 - iii. The large outside area is shared between the three age groups. In addition, there is another EYFS indoor area, the Playtrium that is used by staff within each of the age groups when they want to work more closely and / or quietly with smaller groups of children.

- c. Staffing:
 - i. Leadership and management of the EYFS is shared jointly between the Nursery manager and the Reception teacher.
 - ii. The Nursery manager has responsibility for Oak and Willow groups, and oversees the statutory EYFS progress check at two.
 - iii. The Reception teacher is responsible for the management of the statutory final EYFS assessment at the end of Reception, the Early Years Foundation Stage profile. She also liaises with Year 1 to ensure that children are well prepared for the next stage of their learning.

- d. The Nursery currently has 39 places for Oak children and 12 places for two year olds. EYFS ratios, as described in the Statutory Framework for the Early Years Foundation Stage are always followed, e.g.
 - i. in Nursery, 1:4 for two-and three- year-old children,
 - ii. 1-13 for three-and four-year old children with a qualified teacher in Nursery.

- iii. We have 30 places for Reception aged children

4. The Early Years Foundation Stage

- a. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.
- b. The EYFS is based upon four overarching principles:
 - i. A Unique Child
 - ii. Positive Relationships
 - iii. Enabling Environments
 - iv. Learning and Development
- c. In planning and guiding children's activities across all our age groups, we reflect on the different ways that children learn and reflect these in our practice. Three characteristics of effective teaching and learning are:
 - i. Playing and exploring – children investigate and experience things and 'have a go.'
 - ii. Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
 - iii. Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.
- d. Each child in our nursery is assigned a key person. Working in partnership is critical to our success and we run Stay and Play to help our own parents, and other parents of very young children to learn how to play effectively with their young children.
- e. The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are:

PRIME:

- i. Personal and Social and Emotional Development
- ii. Physical Development
- iii. Communication and Language

SPECIFIC:

- iv. Literacy
- v. Mathematics
- vi. Expressive Arts & Design
- vii. Understanding of the World

- f. When children come into our Nursery, we focus primarily on the Prime areas of learning, particularly in our interactions with them. As children get older, we work more closely with the specific areas of learning. In Reception we further develop literacy and mathematics to ensure that as many children as possible leave the EYFS with a Good Level of Development. Teaching, across the whole of the EYFS is underpinned by our understanding of how young children learn, the importance of 'planned, purposeful play' and an acknowledgement that when young children are successful in the prime areas of learning, they will then also be successful in the specific areas.
- g. All areas of our EYFS curriculum are delivered through planned, purposeful play. The youngest of our children receive nurturing and loving care along with a focus on the prime areas of learning. Older nursery children have a closely audited balance of adult-led and child-initiated activities. Children in Reception Class are taught with the same underlying pedagogical approach, but this is now also focused on preparing children for the demands of the Year 1 curriculum. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment.
- h. The EY team plan to meet the needs of every child and provide them with opportunities to achieve next steps in learning. The Team plan to meet the needs of boys and girls, children with special educational needs, children who are quick graspers (more able), children who experience disadvantage, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. This year we are now meeting the needs of two-year-old children.
- i. Learning Outside: We have an outside learning space which children have access to each day. We undertake a careful visual assessment of the space each day to ensure that it is safe for children. We have all weather clothing and ask parents/carers to provide suitable footwear so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

9. Assessment of Children: Please see separate Assessment Policy

10. Photographs & Videos:

- a. When parents complete the school's admissions form they are asked to give permission for their child to be photographed/filmed during their time at school.

- b. We use these images in the classroom, on displays, in the children's individual record books, in the children's online profile (Tapestry), and on the school website. Children who are 'looked after' or whose parents withhold permission will not have their photograph put on the website or any other public documents.

11. Parents & Carers as Partners

- a. We value the involvement of parents in school. Parental involvement with school begins even before children start Nursery or Reception with an invitation to visit the school, take part in play dates, meet their child's teacher and share a home-visit.
- b. Parents consultation meetings are held in the Spring and Summer Term at which parents are invited to discuss their child's progress.
- c. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish.
- d. If parents are concerned in any way about their child, they are encouraged to telephone or ask at the school Reception desk to make an appointment to discuss their concerns with the class teacher or EY Lead Teacher in the first instance or the Deputy Head/Head Teacher.
- d. Parents are kept informed of events in the school through regular newsletters, notices on the class windows on a designated parents' noticeboard, via text messages and the school website. Parents are invited to a range of events throughout the year.

12. Safeguarding Children

- a. The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency.
- b. The safety of the child is always of paramount importance.
- c. Our Safeguarding Policy is available on our website at www.normandcroftschoo.co.uk

13. Equalities & Disabilities

- a. All children in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the

curriculum adapted to suit all levels of ability. Our Equality and Equal Opportunities policies available on our website.

14. Special Educational Needs

- a. Care is taken to assess the needs of each child, alongside the school SENCO.
- b. We will work closely with parents and carers from the outset of any concerns to ensure that their child is provided with assessment and support as needed.
- c. Group and individual support is provided within the school where possible.
- d. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child.
- e. Our Special Educational Needs Report is available on the school website.

15. Health & Safety

- a. We have a Health and Safety policy which all staff and students are familiar with and we have EYFS staff that are paediatric first aid trained in school.
- b. Foundation Stage staff all have basic first aid training.
- c. Children are taught the safe and appropriate use of equipment and materials.
- d. Children are taught to be mindful when moving around the school and are aware of safety issues.
- e. Risk assessments are undertaken before after school activities take place and before we embark on school outings.
- f. Our Health and Safety Policy is available on the school website.

16. Allergies

- a. In line with the school policy on managing allergies, parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat.
- b. A photograph of each child with an allergy is displayed in the nursery kitchen, servery, on the fridges and central planning board to ensure all staff are aware of each individual child's needs.

17. Medical Needs

- a. In line with the school policy on managing medical conditions, we keep a note of any medical needs, allergies, children who need inhalers, Piriton, Epi-pens on the EY medical risk assessment which all staff sign once read.

18. Lunch Times & Snack Times

a. Lunchtimes:

All children in the EYFS have lunch at school. In nursery they have a choice of bringing a packed lunch to school or having a school lunch. There are three options available, vegetarian, halal and non-halal. Reception children are all provided with a school lunch.

b. Snack Times:

We value snack time as a social event, a time where the children enjoy a drink of milk or water and a piece of fruit together.

Fruit, milk and water are available throughout the day, and is an ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. It also develops independence as the children are encouraged to serve themselves.

19. EYFS Guidelines

- a. These will be updated yearly, or earlier if circumstances in the EYFS change.

20. Monitoring & Review

- a. It is the responsibility of the EY leads to ensure all EYFS staff to follow this policy.
- b. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.
- c. The guidelines attached to this policy will be reviewed by the SLT before the start of each academic year and will evolve to reflect changing legislation, changing needs or experience of best practice.
- d. Review date for Guidelines: September 2019; Review date for Policy: September 2020
- e. Senior members of staff responsible: EY Leaders

21. Appendix A Description of the seven areas of learning for all children in the EYFS (see Statutory Framework)

22. Appendix B The Early Learning Goals – expectations at the end of the EYFS (see Statutory Framework)

23. Appendix C The suggested learning outcomes for two-year-old children – to be used as criteria for judging progress in the statutory Two Year Check.

Appendix A Description of the seven areas of learning for all children in the EYFS (see Statutory Framework)

1. **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
2. **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food
3. **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
4. **Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
5. **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure
6. **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
7. **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

Appendix B The Early Learning Goals – expectations at the end of the EYFS (see Statutory Framework)

THE EARLY LEARNING GOALS

THE PRIME AREAS THAT UNDERPIN ALL OTHER AREAS OF EYFS LEARNING

1. Communication and language

- a. **Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- b. **Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- c. **Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

2. Physical development

- a. **Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- b. **Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

3. Personal, social and emotional development

- a. **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- b. **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

- c. **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

THE EARLY LEARNING GOALS

THE SPECIFIC AREAS, WITH LITERACY, AND MATHEMATICS CONTRIBUTING TO CHILDREN'S GOOD LEVEL OF DEVELOPMENT AT THE END OF THE EYFS

4. Literacy

- a. **Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- b. **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

5. Mathematics

- a. **Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- b. **Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

6. Understanding the world

- a. **People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- b. **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

- c. **Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

7. Expressive arts and design

- a. **Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- b. **Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Appendix C Suggested Learning Outcomes to inform Statutory 2 year old check

THE PRIME AREAS OF LEARNING	COMMUNICATION AND LANGUAGE
Listening and attention	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.
Understanding	<ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g. “Who’s jumping?” • Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ • Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. who’s that? What’s that? Where is?). • Developing understanding of simple concepts (e.g. big/little).
Speaking	<ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying ‘I have it’. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. ‘Mummy gonna work.’) • Beginning to use word endings (e.g. going, cats).
	PHYSICAL DEVELOPMENT
Moving and handling	<ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand.
Health and self care	<ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet.

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	<ul style="list-style-type: none"> • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support.
	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
Self confidence and self awareness	<ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. • Expresses own preferences and interests
Managing feelings and behaviour	<ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity.
Making relationships	<ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Seeks out others to share experiences. • Shows affection and concern for people who are special to them • May form a special friendship with another child.
Literacy and mathematics – making up the Good Level of Development at the end of the EYFS	
Literacy - reading	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'
Literacy – writing	<ul style="list-style-type: none"> • Distinguishes between the different marks they make.
Mathematics - numbers	<ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as 'more' and 'a lot'. • Knows that a group of things changes in quantity when something is added or taken away.

Mathematics – shape, space and measures	<ul style="list-style-type: none">• Notices simple shapes and patterns in pictures.• Beginning to categorise objects according to properties such as shape or size.• Begins to use the language of size.• Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.• Anticipates specific time-based events such as mealtimes or home time
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