

# THE FEDERATION OF NETTLESTONE & NEWCHURCH PRIMARY SCHOOLS



## EARLY YEARS FOUNDATION STAGE POLICY (EYFS)

Date Agreed: April 2020

Review Date: April 2021

Signed: \_\_\_\_\_

Chairman Board of Governors

The Federation of Nettlestone & Newchurch Primary Schools

<i>Revision number</i>	<i>Prepared by</i>	<i>Date</i>	<i>Approved by</i>	<i>Comments</i>
4	JH/CS	September 2017		Policy created to represent needs and requirements of the federation.
5	JH/CS	December 2019	Q & E	Minor changes to Enabling environments and assessment to better reflect what we do and changed the his and hers potential to 'their' potential in the first paragraph

*All the governors and staff of The Federation of Nettlestone & Newchurch Primary Schools are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.*

## **Early Years Foundation Stage (EYFS) Policy**

The Governors and staff at Nettlestone and Newchurch Primary Schools recognise the importance of Early Years Education as the foundation upon which children build the rest of their lives. Nettlestone and Newchurch Primary Schools are aiming to develop each child to their full potential. Early Years education is concerned with the physical, social and emotional, aesthetic and cognitive development of the individual, with no one area standing in isolation from the others. EYFS education is based upon four themes outlined in the most recent [statutory framework](#):

- 1. A unique child**
- 2. Positive relationships**
- 3. Enabling environments**
- 4. Learning and developing**

### **A Unique Child**

At Nettlestone and Newchurch Primary Schools we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

### **Inclusion**

All children and their families are valued at Nettlestone and Newchurch Primary Schools. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs and interests of all groups and abilities. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Special Educational Needs Co-ordinator (SENCO) is called upon for further information and advice.

### **Positive relationships**

All children are allocated a key person during their time in EYFS. Developing a positive relationship and secure attachment with their key person enables children to feel safe and

have their emotional needs supported. We recognise that parents are the child's first and foremost educators and we work with them to develop strong links between home and school. We do this by:

- Class teacher to offer home visits for each child and their family
- A series of stay and play sessions
- Inviting parents into school before their child starts to discuss concerns/give information with the Executive Head teacher / Head of School
- New Parent intake powerpoint designed to share information about the school day and meet staff
- Host 3 Pupil Mentoring sessions a year
- Encourage them to settle their child during the first half term, and adopt a phased entry approach so staff have a better opportunity to get to know each child
- Hold parent workshops to support their work at home
- Provide an annual report
- Use online learning profiles so that parents can access their child's journal from home and add their own observations

### **Enabling environments**

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that has been set up to support all areas of learning. We use our observations of the children to plan in the moment; this enables us to follow and build upon their current interests, knowledge and experiences. We recognise that play based learning is paramount and children at Nettlestone and Newchurch Primary School spend extended periods of the day in continuous provision, directing their own learning and having time to develop their ideas. Continuous provision provides children at Nettlestone and Newchurch Primary School with the opportunity to demonstrate all three characteristics of effective teaching and learning. It also enables children to return to their explorations and consolidate their learning over the course of a day or a more extended period. We recognise that when children do this, they can explore what happens to things as they change over time, and make changes to explore new ideas. Continuous provision also allows children to make choices and initiate play without interaction with an adult therefore enabling them to embed and secure their learning.

### **Learning and developing**

At Nettlestone and Newchurch Primary Schools we recognise children develop and learn in different ways. Effective learning and teaching is supported through:

- The understanding that all staff have the knowledge of how children develop and learn, and how this must be reflected in their teaching.
- The range of approaches that provide first hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.
- The carefully planned environment offers rich opportunities to deliver the curriculum and helps children to achieve the Early Learning Goals at the end of the EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellect, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning and to develop independence and self-management.

- To support learning with appropriate accessible space, facilities and equipment both indoors and outdoors, including the effective use of Information Communication Technology (ICT). The identification, through observations of children's progress and future learning needs, which are regularly shared with parents.

## **The Early Years Foundation Stage Curriculum**

The [Early Years Foundation Stage Curriculum framework](#) provides a structure of learning opportunities through which we develop the different aspects of early education. These include:

### **Three prime areas:**

- Personal social & emotional development
- Communication and language
- Physical development

### **Four specific areas:**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## **Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective teaching and learning. The EYFS team plan activities within the environment with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- Playing and Exploring - children investigate and experience things, and 'have a go'
- Active Learning - children concentrate and keep on trying 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.

At Nettlestone and Newchurch Primary Schools, children meet learning opportunities within a happy, secure and interesting environment through practical activity, enquiry and purposeful play, with consolidation through practice talk and reflection.

At Nettlestone and Newchurch Primary Schools it is the responsibility of the Reception Class teacher/Pre-school lead, in conjunction with the Key Stage 1 teachers and the Executive Head Teacher/ Head of School to provide a curriculum that takes into account the ability of every child.

## **Assessment**

At Nettlestone and Newchurch Primary School, EYFS practitioners use observational assessment to understand children's learning. EYFS practitioners watch, listen and interact as children engage in everyday activities, events and experiences, and demonstrate their specific

knowledge, skills and understanding. We believe that observational assessment is the most reliable way of building up an accurate picture of children's development and learning. This is especially true where the attainment demonstrated is not dependent on overt adult support. Observational assessment is central to understanding what children really know and can do. Baseline Assessments are undertaken at the start of each year. These form the basis for the monitoring of pupil progress as the children progress through school.

Ongoing teacher assessments (observational assessment) are undertaken in line with the Foundation Stage Profile and are recorded on Tapestry (online Learning Journey) for staff and parents to access. These form the basis for discussion during Mentoring sessions and the end of year report to parents.

### **Tapestry**

- We use an online Learning Journey system (Tapestry), allowing staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos - parent logins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system are moderated by a senior member of staff before being added to the child's Learning Journey.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey

### **Tapestry security**

- The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.
- Tapestry includes safety features such as a lock which activates after 5 minutes of no use. After this time you need to put in your individual pin to re access the site or app.
- Staff do not leave screens unattended when the Tapestry program is active this prevent unauthorized access to the site.

### **Safeguarding in the EYFS**

In line with '[Inspecting safeguarding in Early Years, education and skills setting](#)' Ofsted document, we aim to provide an environment where children feel protected and safe at all times. Through the key worker system and circle time activities, the children will know who their trusted adults are and that they can communicate any concerns to them and feel listened to.

### **Planning and Teaching**

The teachers will plan and teach a balanced range of activities and experiences to cover the **seven** areas of learning outlined in the new EYFS Framework.

### **Curriculum Timetable**

Wherever possible and appropriate, the Foundation Stage curriculum is developed within a cross-curricular context, linked to the children's interests and fascinations. English and Maths opportunities are abundant in all areas of continuous provision, inside and out.

This policy should be read in conjunction with the following Federation policies:

- [Complaints Procedure](#)
- [Accessibility Plan](#)
- Child Protection Policy
- [Single Equalities Policy](#)
- [Positive Behaviour Policy](#)
- [SEN Policy](#)

