



Melsonby Methodist Primary School Early Years Foundation Stage (EYFS) Policy

| Document Status | | | |
|--|---|-----------------------|---|
| Date of Next Review | March 2017 | Responsibility | <i>School Improvement Committee</i> |
| Success Criteria for review completion | March 2015 | Responsibility | <i>Judith Stansfield (Chair)</i> |
| Date of Policy Creation March 2015 | Adapted school written model | Responsibility | <i>Judith Stansfield Chair of Governors</i> |
| Date of Policy Adoption by Governing Body | | Signed | |
| Method of Communication DB, school Website and hard copy file | | | |

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Families within our area are able to access early EYFS provision by attending sessions at Eppleby Pre-School or High Bank Nursery, which are situated in nearby villages. After September 2015 children will be able to attend the school nursery in the term after their third birthday. There are three intakes per academic year.

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parent/carers/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates.

Inclusion/Special Educational Needs and Disability (SEND)

All children and their families are valued at Melsonby Methodist Primary School. 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 of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parent/carers at an early stage and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEND.

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 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.

Welfare

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 are allowed to take risks, but are taught how to recognise and avoid hazards. We aim to protect the physical and psychological wellbeing of all children.

At Melsonby Methodist 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 2012.

We understand that we are required to:

- promote the welfare and safeguarding 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

Positive Relationships

At Melsonby Methodist Primary School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parent/carers as Partners

We recognise that parent/carers are children's first and most enduring educators and we value the contribution they make. We do this through:

- talking to parent/carers about their child before their child starts in the Nursery/Reception class – either at school or in the child's home
- inviting all parent/carers and children to Stay-and-Play sessions
- inviting all parent/carers to an induction meeting during the term before their child starts Nursery/Reception and again during the first half term of the child's Reception year in order to give them an insight into the EYFS curriculum and how to support their child at home
- Parent/carers receive a report on their child's attainment and progress during the school year
- arranging activities throughout the school year that encourage collaboration between child, school and parent/carers
- providing parent/carers an opportunity to celebrate their child's learning and development which inform planning and provision through individual learning journeys and weekend diaries
- written contact through home school diary as well as the acknowledgement that parent/carers can ring school to contact the class teacher
- Home/school agreement booklet
- Inviting parents to support in school
- Running targeted workshops for parents. For example reading and maths workshops

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. Displays in and around the classroom reflect the rich and varied experiences, with a balance between displays that provide information and the children's own work. Some displays are interactive to encourage the children to question, investigate and use their prior knowledge.

Learning and Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are - Communication and language - Physical development - Personal, social and emotional development. The specific areas are - Literacy - Mathematics - Understanding of the world and - Expressive arts and design.

Through careful assessments and observations, including information provided by parent/carers, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parent/carer and agree how to support the child. This may also include a discussion with the SENCO in order to access Special Educational Needs support.

At Melsonby Methodist Primary School:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part 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. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. These 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; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (Taken from statutory framework for the EYFS 2012)

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

There are clear procedures for assessing risk, which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2012:

- Only medicines prescribed by a doctor, dentist, nurse or pharmacist are administered. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent/carer.
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
The 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 is kept.
- At least one paediatric first aider will be in the EYFS area of the school at all times.
- A fire and emergency evacuation procedure and policy is in place.
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

Transition from Eppleby Pre-School or High Bank Nursery

Children attending the 'Stay and Play' sessions at the children's centre are invited to visit the nursery class with their parent/carers at timetabled sessions throughout the school year.

From Pre-school Feeder settings into the Foundation Class

During the summer term prior to a child's entry into the Reception year, the following procedures are put into place to ensure successful transition:

- Parent/carers are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express
- Meet the teacher sessions for the children
- Reception staff visit feeder pre-school settings. The number of visits depends on the needs of the individual children and how much information gathering is required in order to support the transition into our school
- Children from feeder pre-school settings will be invited to visit out EYFS, where they will have an opportunity to engage with the current Reception children
- Children requiring extra support will have opportunities for additional visits

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parent/carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parent/carers, and any other adults whom the teacher, parent/carer judges can offer a useful contribution. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').