Insert logo and setting details

EYFS Policy

Signed Head:

Signed Chair:

This document is a statement of the aims, principles and strategies for the teaching and learning of ‘The Early Years’.

**What is ‘Early Years’?**

For the purpose of all [insert provision name] policies, ‘Early Years’ refers to children in our; two plus provision, our Nursery class; three plus, or our Reception class in the year before they begin year 1.

**Aims:**

* To provide a structured, secure, caring and well-resourced learning environment; both inside and out which meets all the individual developmental needs of ‘young learners’. To enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
* To develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

**The needs of young learners:**

* Adults who are sensitive to their differing needs, abilities, backgrounds and previous experiences to teach, support, care and offer equal opportunities for them all to develop.
* Adults who will respect them and value their ideas and opinions, every child is a competent learner from birth
* A challenging and diverse curriculum offering ample opportunity to practise and develop skills and learning. The curriculum should also offer opportunities for the development of personal qualities and social skills.
* Rich and positive learning experiences with plenty of first-hand experience, varied to include all learning styles and including regular opportunity to explore and learn through practical and play activities.
* The chance to make decisions and to take responsibility - both for their learning and behaviour. This includes the chance to make mistakes in a forgiving environment and to realise that making mistakes is a learning experience.
* In all, a well planned, carefully structured programme of academic and personal development, building on past experiences and achievements - delivered in ways appropriate to their age and stage.

**The Curriculum:**

The Curriculum is based on the Early Years Foundation Stage (EYFS). It outlines the standards for learning, development and care for children from birth to five. Areas of learning and development consist of 3 prime areas (knowledge and skills) and 4 specific areas

**Early learning goals and assessment:**17 goals. For each goal practitioners will determine whether children are making expected levels, are exceeding them or are below (emerging.) Information about how children are progressing will be collated based on observations of children within learning, both through guided group sessions and independent access of provision.

**Progress check at age two:**children’s progress will be reviewed between the ages of two and three and a written summary provided to parents/careers. This summary will also be discussed with parents and carers in a meeting with their child’s Key Person, at which they will have opportunity to discuss next steps in their children learning path.

**Play and teaching:**providers are responsible for ongoing judgments about the balance between play and teaching, between activities led by children and activities led or guided by adults. It is expected that as children move through EYFS and towards the end of reception class, there will be a greater emphasis on adult guided activities and learning to get them school ready for year 1. Child initiated activities and a personalised approach remain central to learning through EYFS. This also bridges transition for Autumn term into year 1.

**English as an additional language:**[insert provision name] School recognises the importance of communication and language and that this may be in the child’s home language which may not be English. Efforts are made within EYFS and especially Two year olds to use home language books where possible and to represent a cultural balance in the learning environment.

**Safeguarding and welfare requirements**

**Child protection:**EYFS framework gives examples of adult’s behaviour which might be signs of abuse and neglect. This forms part of induction procedures for all new staff. As in all areas of the school, staff are vigilant against any signs of abuse, including that caused by adults in the school. There are set procedures for dealing with these concerns. Refer to the school’s safeguarding policy for details. [..\[insert provision name] Policies 2015-16\Safeguarding and CP Policy October 2018-SAF.docx](file:///%5C%5Cpri039dcfw%5CAllstaff%5Cadmin%5CPolicies%5CHeathfield%20Policies%202015-16%5CSafeguarding%20and%20CP%20Policy%20October%202018-SAF.docx)

EYFS also requires that safeguarding policies and procedures must cover use of mobile phones and cameras in the setting - see our policy on this. [EYFS Mobile Phones, Photographs and Videos.doc](file:///%5C%5Cpri039dcfw%5CAllstaff%5Cadmin%5CPolicies%5CEarly%20Years%20Policies%5CEYFS%20Mobile%20Phones%2C%20Photographs%20and%20Videos.doc)

**Staff qualifications, training, support and skills:**[insert provision name] CP ensures we give staff opportunities for coaching and training, support, teamwork. Qualifications and suitability for the post is carried out at the point of application and safer recruitment checks also take place prior to job offers. All staff working in school are subject to DBS checks.

**Staff: child ratios:**[insert provision name] School observed the staffing ratios set out in the EYFS framework and ensures there are additional staff within the school who are qualified to step in for course cover and/or staff illness. In event of absence, cover is arranged by the AHT.

**EYFS Learning** The overarching aim of the EYFS is to help young children achieve in their learning and development. [insert provision name] School makes use of the Development Matters document in conjunction with the statutory framework for the EYFS. Development Matters is the document practitioners use to inform their planning and observations about children’s progress and next steps.

Play underpins the delivery of all the EYFS. The EYFS principles guide the work of all practitioners, there are four themes

* a unique child
* positive relationships
* enabling environments
* learning and development

There are 3 prime areas:

* Communication and language
* Physical development
* Personal, social and emotional development

There are 4 specific areas through which the 3 prime areas are strengthened and applied:

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

The Early Learning Goals:

The prime areas

Communication and language:

* Listening and attention
* Understanding
* Speaking

Physical development:

* Moving and handling
* Health and self-care

Personal, social and emotional development:

* Self-confidence and self-awareness
* Managing feelings and behaviour
* Making relationships

The specific areas

Literacy:

* Reading
* Writing

Mathematics:

* Numbers
* Shape, space and measures

Understanding the world:

* People and communities
* The world
* Technology

Expressive arts and design:

* Exploring and using media and materials
* Being imaginative

**Assessment at two years and at the end of the EYFS:**

See assessment policy for Early Years.

**Organisation:**

* Early Years pupils may also work alongside pupils from year 1 where they have access to continuous provision
* The curriculum will be planned by the class teachers, and overseen and by the Early Years Lead
* Experienced Teaching Assistants may also deliver specific sessions within the EYFS, sessions will only be delivered by TA3s and above
* Volunteers may also be used to support Early Years children. Any volunteers will apply and meet with the AHT for induction prior to starting any sessions with children. Volunteers will only ever work under the supervision of the room lead and not withdraw groups to other areas in school.

**Key person:**

The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners.

At [insert provision name] School, the key person a member of the EYFS team; either teacher or Teaching Assistant. Their role is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents and working in partnership with them. They will of course work in close partnership with other members of the EYFS team.

A key person is:

* A named member of staff who has more contact than others with the child
* Someone to build relationships with the child and parents
* Someone who helps the child become familiar with the provision
* Someone who meets children’s individual needs and care needs
* Someone who responds sensitively to children’s feelings, ideas and behaviour
* The person who acts as a point of contact with parents

**Links with pre-school providers:**

* Our children come from such a diverse number of providers that we cannot meet regularly with all of them, but we liaise with the nurseries for transition information in the Summer term prior to each cohort starting
* Home visits are conducted by the class teacher and teaching assistant for each year group; Two year olds, Nursery and Reception
* Members of the ‘Early Years Team’ (Headteacher, Key Stage 1/EYFS line manager/ EYFS lead or R/N teacher) represent the school at local ‘Early Years’ network events and training activities. Our Two year olds Room Lead is also part of the new Two Year old provision group within Bolton. Our staff also visit the main feeder nurseries to meet prospective Year R children during the summer terms. Home visits also take place for children joining our Two year olds and Nursery provision.

**Home-School links:**

* A Parent information evening is held in June for parents of the prospective EYFS groups. The purpose of this meeting is, in part, to disseminate important information, to encourage discussion and to emphasize the vital importance of home-school cooperation and mutual support. Part of the evening is conducted as a whole group, with opportunity to speak in detail to unit leaders and staff and to see the learning areas and resources.
* Literature to support the parental role in early learning is given to all parents prior to their child’s entry to the school. We also have workshops for parents to find out how we teach phonics, number skills etc.
* Two formal parents’ evenings are held each year. In addition to this, parent pop ins take place on the first Thursday of each month. Staff involved with the early years children are happy to meet with parents after school, often on an informal basis or by appointment if necessary.
* The Key person assigned to each child is the primary link between home and school, but all members of the EYFS team will be happy to help with any issues.

**Induction and entry to school:**

Parents of new Early Years children are invited to a meeting in June when admission arrangements, learning provision; uniform etc. are discussed. The children are invited in during the Summer term for their induction. During these sessions the children join the current Year Two year olds/ N/R children. Prior to these sessions, parents are invited in for a ‘Welcome meeting’ with the class teacher. During this meeting their child is taken for a focused play session with the Early Years Teaching Assistant. Children then join the Reception Year in September. For Two year olds and Nursery, they may join in the term after their child’s second or third birthday. (See Admission Policy.)

**Universal entitlement**

All parents receive 15 hours free childcare per week as part of the universal offer. Some parents may also be eligible for 30 hours, and can access top up funding to cover this. See application booklets for details.

**30 Hours**

At [insert setting name], we make provision for parents to take up their 30 hour entitlement should thy wish. More information about this can be found in our admission policy and application booklets.

Where 30 hour sessions are offered, we note that parents can choose to take this up across more than one provider, this is known as the ‘blended offer’. For parents wishing to do this, their child will attend the session for 15 hours, like children under universal entitlement.

**Blended Offer**

Staff will be aware that some children may be accessing their 15 hour entitlement with school, but will also access their top up funded hours through a child minder. The school will be aware of this from the application booklet.

Where parents have elected to take up the blended offer. Both the parent and child mind will be invited to the information evening in summer term, prior to starting. A communication book will be established between child minder and setting in order that key information can be shared about learning and progress. Tracking information will also be shared

**Provision for full time and part time**