



**DE LACY  
PONTEFRACT**

**De Lacy Primary School**

**EYFS Policy**

**2019-20**

## **Early Years Foundation Stage Policy**

At De Lacy our belief is that every child has the right to achieve their full potential. In Foundation Stage we strive to give each and every one the best possible start to their learning journey.

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

“Every child deserves the best possible start in life and support to achieve their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage applies to children from birth to the end of the Reception year.

In our school we offer a nursery; this is available to children in the term after their 3<sup>rd</sup> birthday. Children join us in Upper Foundation Stage in the September after their 4th birthday.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

### **A Unique Child**

At De Lacy 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. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion**

We value the diversity of individuals within the school. All children at De Lacy are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

## **Safeguarding**

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. The safety of the children is always of paramount importance.

The Safeguarding Officer is the Head of School, Mrs G Smith and Assistant Headteacher for Inclusion, Mrs C Hughes. The Deputy Safeguarding Officers are the Assistant Headteacher Mrs M Winter.

The full Safeguarding Policy is available in school and on the school website for parents to read if they wish.

## **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 how to keep safe. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

"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."

At De Lacy, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. At De Lacy we:

- promote the welfare 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**

De Lacy, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

1. We give both parents and children the opportunity to spend time in the Foundation Stage before starting Reception by organising a number of pre-school visits including lunch and a series of activity mornings.
2. We offer the opportunity to visit all new starters in their home, giving time to meet families and discuss the start of nursery and school.
3. We encourage all parents to stay and play with their child until they are ready to be left on their own and operate an open door policy.

4. We have constant opportunities for sharing the children's 'Learning Journeys' with parents through the use of an application 'Tapestry' and valuing their on going contributions to this including offering parent/teacher consultations twice a year.
5. We work hard to develop a range of activities throughout the year that encourage collaboration between child, school and parents and hold very successful family learning 'Inspire' mornings.
6. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Every child will be assigned a Key person.
7. The Foundation Stage team meet regularly to discuss each individual child and their transition process into school. Strong links with other settings help to ease the transition to Reception.

### **Enabling Environments**

At De Lacy we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

### **Observation, Assessment and Planning**

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and the next steps for their learning. Plans are adapted on a day to day basis to meet the needs of the children. Whilst the Foundation Stage medium term plans are based on a carefully chosen text, we know that this planning needs to be adapted as necessary to suit the needs and interests of each child within the setting. This fostering of the children's interests develops a high level of motivation for their learning. Observations lead the direction of the short term activity planning. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Weekly team planning meetings ensure that all key persons have the opportunity to feedback what they have observed about their children to ensure the planning meets their needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. Each child has a learning journal on Tapestry in which their key person records their experiences and achievements through photos, long and short observations, samples of work and evidence of the things they have done at home.

At the end of the Foundation phase, the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

### **The Learning Environment**

The EYFS setting is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. both indoors and out. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. We believe that bad weather should not be a reason for children to stay inside and appropriate outdoor clothing is provided so that children have the opportunity to learn outside every day.

## **Learning and Development**

There are seven areas of learning and development that must shape educational provision in early year's settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

“Children's play reflects their wide ranging and varied interests and preoccupations.”

**EYFS Teaching and Learning: We aim to ensure that the children at De Lacy have excellent teaching and learning to ensure that outcomes for pupils are at least good.**

Area		What it looks like in the classroom
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Teaching is consistently challenging and aspiring for all groups of children</li> <li>• The activities are well matched</li> <li>• Excellent use of time and resources is used to support children's learning</li> <li>• Clear roles and expectations of other adults</li> <li>• Indoor and outdoor learning connected to the theme</li> <li>• Good use of language</li> <li>• Clear learning objectives, steps to success, vocabulary, key questions and outcomes displayed in each area</li> </ul>	<ul style="list-style-type: none"> <li>• This will enable children to be motivated and excited about their learning</li> <li>• Children's needs and interest are taken into account when planning</li> <li>• Resources are well chosen to engage all children taking their interests into account</li> <li>• Planning indicates the roles and responsibilities of all adults. Adults are with children at all times, either teaching, observing or directing children to tasks</li> <li>• Make the learning of all areas explicit for the children</li> <li>• Adults model language to extend children's speaking skills</li> <li>• All adults know exactly what the LO's and outcomes for each area and how to use the key questions to extend the learning</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Well planned and purposeful activities</li> <li>• Children have time to explore ideas and interests in depth</li> <li>• Balance of child and adult directed learning</li> <li>• Encouraging independence</li> <li>• Children feeling secure</li> <li>• Creative and imaginative play that promote the development and use of language</li> <li>• Children demonstrate a good understanding of what they are learning</li> <li>• Children develop their knowledge, skills and understanding across all areas of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all the activities engage and interest the children</li> <li>• This will help to develop concentration and ability to see activities through</li> <li>• This will ensure that essential tasks are completed whilst taking children's interest further</li> <li>• Train children to do things for themselves by modelling and then having high expectations that children will do things independently</li> <li>• Children will become confident in their own abilities</li> <li>• Children will use speaking and listening more with activities that they are enjoying</li> <li>• Children can take responsibility for choosing activities, justifying choices and explain what they are doing</li> <li>• Make these areas explicit in the classroom and shared area</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assessment is rigorous</li> <li>• Practitioners know their children well</li> <li>• Children are motivated by the teaching</li> </ul>	<ul style="list-style-type: none"> <li>• The information gained is used effectively to guide planning</li> <li>• Careful observations are made which identify next steps and are used to inform planning</li> <li>• This ensures that children are engrossed in their learning and make rapid progress</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Relationships are excellent</li> <li>• Well established routines and expectations</li> <li>• High expectations of behaviour demonstrated by all staff</li> <li>• Calm and purposeful learning environment</li> <li>• All children fully engaged in the provision</li> </ul>	<ul style="list-style-type: none"> <li>• Children are confident with their adults and with their peers</li> <li>• All children are clear of the routines and expectations</li> <li>• Consistent messages are given by all staff so children know the rules and boundaries very clearly</li> <li>• This supports children to make good learning</li> <li>• Children know the expectations for each area very clearly</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>• The environment (inside and outside) clearly reflects the current theme</li> <li>• All areas are well labelled and are print rich</li> </ul>	<ul style="list-style-type: none"> <li>• This ensures that the whole unit is cohesive</li> <li>• Children are encouraged to read</li> </ul>

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	<ul style="list-style-type: none"> <li>• Welcoming and bright reflecting the children’s culture and background (refer to Classroom environment)</li> </ul>	<ul style="list-style-type: none"> <li>• All children feel part of the classroom and the school</li> </ul>
<b>SMSC</b>	<ul style="list-style-type: none"> <li>• Collaborative learning structures</li> <li>• Encouraging debate and questioning</li> <li>• Providing a forum for children’s views, beliefs and values to be expressed/shared</li> <li>• Opportunities to debate and discuss the morality of a character, situation etc.</li> <li>• A safe learning environment in which children feel valued and respect the views of others</li> <li>• Awe and wonder</li> <li>• Allowing children to explore an issue/express themselves through art or drama</li> <li>• Exploring the feelings of others through role play and drama</li> <li>• Giving them the relevant knowledge to make choices for their own well-being (e.g. exploring strategies they could use to control anger/improve their own learning/deal with difficult situations or make sensible choices about diet, relationships etc.</li> <li>• Opportunities for peer and self-assessment</li> <li>• Differentiation and inclusion</li> <li>• Learning about their shared culture and history</li> <li>• Awareness of and respect for the variety of cultures and beliefs to be found in the community and/or the wider world</li> <li>• Reflection time</li> </ul>	<ul style="list-style-type: none"> <li>• Personal hygiene (washing after toilet and blowing nose, sneezing etc.). Consideration of others – not spreading germs which could make others ill.</li> <li>• Understanding more about the world around us.</li> <li>• Composting and its benefits to the environment.</li> <li>• Discussion and collaborative learning structures promote development of social skills.</li> <li>• Role play in character develops ability to show empathy, concern and compassion. Why did characters in stories behave in certain ways etc.?</li> </ul>

**Appendix 1. List of statutory policies and procedures for the EYFS**

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy