



EYFS Policy

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CHASING HORIZONS

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Introduction

At Gipsy Hill Federation we believe that an outstanding education in EYFS will set children up with the skills needed to ensure the best possible outcomes throughout their formal education. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. We believe that every child is an individual and deserves personalised learning within highly stimulating classroom and outdoor learning environments.

“Every child deserves the best possible start in life and support to fulfil their 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.” - “Early Years Foundation Stage Profile”, Department for Children, Schools and Families 2012

Principles

The EYFS is based upon four principles:

- 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 and 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 and develop a positive attitude to learning.
- Positive relationships. We recognise that children learn to be strong and independent. They learn to secure relationships and aim to develop caring, respectful and professional relationships with children and their families.
- Enabling environments. We recognise that the environment plays a key role in supporting and extending the children’s development. Through observations we assess the children’s interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- Learning and development. The classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Aims

Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language
 - Physical development
 - Personal, social and emotional development
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Additionally there are four specific areas of learning:

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

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- Creating and thinking critically

Classrooms and Learning Environments

At all of our Gipsy Hill Federation schools we believe that outstanding learning environments will support children in making outstanding progress in their learning. Our classrooms are all set up with the seven areas of learning as laid out in the EYFS and children can choose independently which of these areas they want to access throughout the day. Classrooms are set up in order to allow children to be as independent as possible with resources linked to each area of learning constantly supplied. Teachers then plan for additional resources to be added to each area of learning depending on the topic, theme or text through which the children are learning that particular week. Our classrooms are always bright and colourful and allow for children to interact with their environments throughout the day. We also highly value children's work and ensure that this is on display in classrooms from a child's very first day in our setting.

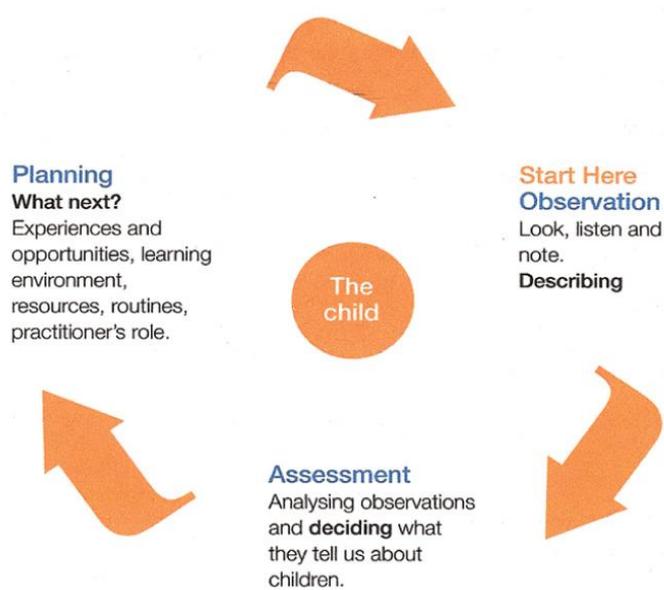
As well as our classrooms we value our internal and communal environments. Each EYFS class has their own welcome board on which their photograph and name is displayed- this allows every child to feel valued and an important part of their class. On this board we also display hello and welcome in a range of languages as we celebrate the huge range in background, culture and religion within our schools.

Our outdoor learning environments are also valued in the same way as our classrooms and allow for children to choose in they would rather learn outside or indoors. Much like our classrooms our outdoor areas reflect many of the seven areas of learning and allow children to really refine their physical and personal skills with playing alongside others.

Observation, Assessment and Planning

In the EYFS, practitioners focus on the child and work in a continuous cycle of observation, assessment and planning, as outlined in the EYFS curriculum, Development Matters. Practitioners see what children are able to do by themselves, and identify the next steps for their learning based on their observations. They are then able to plan activities that will support children to develop based on their assessments.





Development Matters, 2012

E profiles in Nursery and Reception-Tapestry

At all Gipsy Hill Federation schools we use an online profile system called Tapestry. Teachers and support staff use tablets to take photographs and record observations of your children's learning during their time in Nursery and Reception. These profiles are only accessible by school staff and individual parents who are given a logon and password for their child's profile when it is set up at the start of the Nursery or Reception year. These profiles are a wonderful way for school and parents to work together as parents can add their own observation and comments about what their children have been doing at school as well as at home.

Baseline assessment in Reception

A baseline assessment in reception year has been introduced by the government to improve how a primary schools' progress is measured. The Gipsy Hill Federation has chosen Early Excellence Baseline as their approved provider. The Early Excellence baseline takes on an observation approach and allows reception practitioners to observe and understand children whilst they interacting with their peers and their learning environment.

End of Year assessment in Reception

The Early Years Foundation Stage (EYFS) Profile is a report of your child's development and achievement at the end of the Reception year. There are three main objectives: to inform parents about their children's development, to ease the transition to Key Stage 1, and to help Year 1 teachers plan for the year ahead to meet the needs of the entire class. Assessment is ongoing throughout the EYFS, but the official EYFS Profile for each child is completed in the final term of Reception. Children will be given a judgement against each of the areas of learning, based on teacher observations and assessments. There are three categories. Expected: your child is working at the level expected for his age; Emerging: your child is working below the expected level; Exceeding: your child is working above the expected level.

Learning Through Play

Play underpins the Early Years curriculum. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others. Adults provide time and space and appropriate resources. These might include setting up activities that will inspire play and fire children's imaginations. Adults observe play and join in when invited, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development.

The Induction Process

Nursery

In the nursery the induction process begins with 'stay and play' sessions in which parents are invited to spend time in the classroom with their child during the summer term before beginning school. The sessions provide an opportunity for children to explore the classroom with their parents and meet their teachers and peers before beginning school. Our induction process then continues with home visits and staggered starts to nursery. We really value getting to know the children and their families while visiting them in their homes. On beginning school children are welcome and encouraged to stay for the whole sessions if they are ready. However, we do recognise that some children find separating from their care givers easier than others and we do provide gradual starts for those who need it.

Reception

Stay and Play: In reception children are invited to attend a 'stay and play' session where parents and children are invited to spend time in the classroom in the summer term. This provides an opportunity for children to meet new friends and become familiar with our learning environments and for new parents to meet in a relaxed environment.

Nursery visits: Reception class teachers visit children in their current nursery setting where possible. This gives an opportunity for sharing of development and progress between settings and also allows children to meet their new teacher in an environment familiar to them.

Home visits: For families new to our school we will conduct a home visit. This is an in depth 'getting-to-know-you' session where key information about your child can be passed on and teachers and children can begin to build positive and happy relationships in a relaxed personal environment.

Home and School Links

We greatly value parent partnerships at the Gipsy Hill Federation and work to build and strengthen our relationships with parents wherever possible. In the early years we recognise the significant impact that engaging parents with classroom learning can have on progress and attainment. Therefore, we work to create lasting partnerships which hold the children at their core. During term time we encourage parents to share in classroom learning through our weekly parent reading sessions, communication through reading diaries, e-profiles and our open door policy. Parents are also encouraged to join us on trips around the local area and support learning in the classroom through volunteering, sharing experiences from their occupations or from other cultures.



Intimate Care

All children at the Gipsy Hill Federation have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of school life.

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. It should be considered in line with our Safeguarding Policy and Health and Safety Policies. This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (EYFS) 2012 and the Disability Discrimination Act 2005: The schools in the Gipsy Hill Federation will ensure that:

- No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in day to day activities.
- No child with a named condition that affects personal development will be discriminated against
- No child who is delayed in achieving continence will be refused admission
- No child will be sent home or have to wait for their parents/carer due to incontinence
- Adjustments will be made for any child who has delayed incontinence

Intimate Care Tasks cover any tasks that involves the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area. Staff work in partnership with parents/carers to provide care appropriate to the needs of the individual child and together will produce a care plan. The care plan will set out:

- What care is required
- Number of staff needed to carry out the task
- Additional equipment required
- Child's preferred means of communication (e.g. visual, verbal).
- Agree terminology for parts of the body and bodily functions
- Child's level of ability i.e. what tasks they are able to do by themselves
- Acknowledge and respect for any cultural or religious sensitivities related to aspects of intimate care

The care plan will be regularly monitored and reviewed in accordance with the child's development.

Parents/Carers are asked to supply spare nappies, wipes, creams, nappy sacks, spare clothes and spare underwear where required.

When intimate care is given, the member of staff explains fully each task that is carried out, and the reason for it. Staff encourage children to do as much for themselves as they can, lots of praise and encouragement will be given to the child when they achieve. All staff working in early years setting must have a CRB check.

Inclusion and Equal Opportunities

Inclusion is at the heart of everything we do. This commitment starts from the very beginning of each child's school career. Our aim is to ensure that every child is fully included both academically and socially; that we meet the needs of all children so that every individual child makes accelerated progress and meets their full potential. We are committed to equal opportunities for all children in all our practice. Quality First Teaching by the class teacher is at the core of this aim. All planning is therefore fully differentiated so that all children can fully access the curriculum and make progress at

their level. The rich learning environment and range of resources available to support the teaching and learning are also specifically tailored to stimulate and engage all children.

In addition to Quality First Teaching for all children, children might be involved in a range of target groups during their time in EYFS. Next steps are identified through assessment and these groups target children's next steps in order to move the children's learning on. Teachers work with every group throughout the week and there is a commitment to focused intervention where EYFS staff will go to the child in their chosen area for targeting in specific identified areas, for example an activity focused on a child's next steps in Communication and Language might be taken to them in the construction area.

Please also read this policy in conjunction with the Inclusion and EAL policy and the SEND Information Report.

Safeguarding

Safeguarding is taken very seriously throughout the EYFS and the Gipsy Hill Federation (GHF). In the EYFS we adhere to the GHF's safeguarding policy. Safeguarding is the responsibility of all staff and all staff are trained appropriately. Every GHF school has a designated safeguarding officer to whom concerns can be raised and managed.

Ratios

Reception - In our Reception classes we always have one class teacher and one class teaching assistant. When going out of school trips the ratio is always 5 children to every 1 adult.

Nursery - In our Nursery classrooms we always have one class teacher, one early year's educator and one class teaching assistant. When going out on school trips our ratio is 4 children to every 1 adult.

Behaviour

Behaviour management in the EYFS adheres to Gipsy Hill Federation's behaviour management policy and it is seen as the responsibility of all staff and parents. Learning in the EYFS is grounded in the areas of Communication and Language and Personal, Social and Emotional Development both of which are essential for establishing consistent routines and positive expectations. Our consistent routines in EYFS are the root of our behaviour management. Routines allow for consistency and understanding of high expectations. This can be seen through our use of visual communication and Makaton sign language to consistently reinforce expectations in the classroom. During learning, positive interactions are consistently modelled by all staff and it is expected that children will interact positively with their peers. Children are frequently reminded of the expectations and this is reinforced by all members of staff. Whole class behaviour charts are used to reward behaviour and give warnings, when necessary. Three warnings will result in an age-appropriate thinking time in an allocated space in the classroom. However, as EYFS children are beginning their school life their young age is always taken into consideration. One example of this, is our use of class mascots which are sent home with one child on a weekly basis. The mascots are awarded with a message to parents describing the positive behaviour shown by the student that week.

