



Rosendale Primary School and Children's Centre

Rosendale Road, West Dulwich, London SE21 8LR **Tel** 020 8670 4962 **Fax** 020 8761 9997

Email info@rosendale.cc

EYFS POLICY

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SLT owner: Headteacher

Distribution: Staff and governors

Introduction

At Rosendale Primary School 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

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 Rosendale we believe that outstanding learning environments will support children in making outstanding progress in their learning. Our classrooms reflect the seven areas of learning and children can choose independently where and how they learn 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 place enhancements in the environment depending on the children's interests or topics the children are learning that particular week. Our outdoor learning environments are valued in the same way as our classrooms and allow for children to choose to learn inside or outside. 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 while 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 observe what children are able to do by themselves and identify the next steps for their learning based on their current knowledge and skills. They are then able to plan activities that will support children to develop based on their assessments.

Early years profiles

In Reception and Nursery we use an online profile system called Tapestry. Teachers and support staff use tablets to take photographs, videos and record observations of the children learning during their time in class. These profiles are only accessible to school staff and parents are able to view these at any time if they wish. These profiles enhance communication between the school and parents as parents can send

teachers photographs and comments about what their children have been doing at home and teachers add these to the learning journals.

Baseline assessment in Reception

A baseline assessment in reception year has been introduced by the government to improve how a primary school's progress is measured. We spend the first few weeks in September getting to know the children by playing alongside them and observing them and assign a baseline level for the children using these observations.

End of Year assessment in Reception

The Early Years Foundation Stage (EYFS) Profile is a report of the 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 that they practise new ideas and skills, 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 enhancements 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 in July with a session for parents and children in which the children play and the parents meet the Nursery staff. In September, we start home visits which is a valuable way to get to know the children and their families. Parents and children are then invited to a 'stay and play' session. The session provides an opportunity for children to explore the classroom with their parents and meet their teachers and peers before beginning school and for the parents to understand how Nursery is run. Following this session, the children follow the school's hours. 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

In the summer term before they start school, reception children are invited to attend a 'meet the teacher' session. Children are invited to spend time in the classroom with their new teacher, playing alongside their new classmates while the parents meet the Head Teacher. In September we carry out home visits for all children. This is an in depth 'getting- to-know-you' session where key information about the child can be passed on and teachers and children can begin to build positive and happy relationships in a relaxed personal environment. After the home visits, the children then have 3 half day settling in sessions and following that they follow school hours.

Home and School Links

We greatly value parent partnerships at Rosendale 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. Parents are welcomed into the classroom every day and can learn together with their children. 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. Parents are encouraged to follow our class blogs where we post photographs, videos and captions about what is happening in our classrooms.

Intimate Care

All children at Rosendale 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: Rosendale 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.

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

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 DBS 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.

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. Please also read this policy in conjunction with the Special Educational needs and disabilities report and inclusion policy.

Safeguarding

Safeguarding is taken very seriously throughout the EYFS and Rosendale. In the EYFS we adhere to the Rosendale safeguarding policy. Safeguarding is the responsibility of all staff and all staff are trained appropriately. The 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 4 children to every 1 adult.

Nursery - In our Nursery classrooms we always have one class teacher, and two teaching assistants. When going out on school trips our ratio is 2 children to every 1 adult.

Behaviour

Behaviour management in the EYFS adheres to Rosendale's behaviour 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 routines and positive expectations. Our consistent routines in EYFS are the root of our behaviour management. 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 red and green choice charts are used to reward behaviour and give warnings, when necessary.