

Hampstead Parochial CofE Primary School
Early Years Foundation Stage EYFS

Policy
Spring 2018



HAMPSTEAD PAROCHIAL
Church of England Primary School

The EYFS applies to children from birth to five years. At Hampstead Parochial School children join our reception class in one intake in September.

Our reception class consists of 30 children. The class has one Early Years teacher and a teaching assistant or Foundation Stage teaching assistant. We follow the Early Years Foundation Stage from the 'Development Matters in the Early Years Foundation Stage' (EYFS).

Our aims:

At Hampstead Parochial CE School we believe:

- A strong partnership with parents/carers is paramount to children's overall wellbeing and development.
- We provide a rich and stimulating learning environment that is a fun, happy, loving, warm, and safe.
- Our children will be stimulated and nurtured to become competent, confident, independent and co-operative learners, which feel supported to take risks and explore their own learning.
- We value all children's cultural inheritance, diversity of language and beliefs and we aim to develop the whole child, socially, emotionally, creatively, physically, academically and spiritually in an environment that is safe, calm and challenging.
- Parental involvement is crucial in enabling us to reach our aims and is encouraged both in and outside the early year's environment.

The Early Years Foundation Stage (EYFS) Principles

The EYFS is based upon four overarching principles:

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

A Unique Child

At Hampstead Parochial CE School we celebrate the uniqueness of each child by offering learning opportunities that are personal to them. By working closely with families and other professionals we are able to follow the children's individual interests and weave them into our topic based learning. The EYFS team understand the pedagogy around children's development, growth and learning. We recognise that children learn at varying rates and in different ways; our aims include supporting each child's learning journey by combining themed or topic based learning alongside their personal interests.

Positive Partnerships

Children learn best when there are strong links between home and school, and the importance of parental partnership in their children's learning is recognised, valued and developed.

We recognise that parents and carers are children's first educators and the value contributions they make. Through ongoing partnerships with parents and carers we aim to develop the role they play

and draw upon their expertise through discussions and engagement through their child's time in reception class.

At our school the class teacher acts as the 'Key Person' to all children, supported by the EYFS team. Some children will be allocated a 1-1 Learning Support Assistant according to their Special Educational Needs or Personal Plan/Statement.

- Teachers and teaching assistants visit all children in their home setting prior to starting reception;
- We give children an opportunity to spend time with their teacher before starting school during Open Afternoons;
- We invite parents and carers to an induction meeting during the term before their child starts school;
- We hold one-to-one meetings with parents six weeks after their child has started school to discuss transition and their child's learning at home and school;
- We may visit nursery settings to support the children's transition into a new environment and class.
- We offer parents regular formal and informal opportunities to talk about their child's development; Appointments can be made directly with the class teacher or via the school admin office.
- Child portfolios are always available for parents to look at and we invite them to contribute to; occasionally we will send home 'Wow' cards for parents and carers to capture those important moments and achievements that happen outside of the school.
- We have termly parent consultations to discuss individual children's progress;
- We provide parents with an annual written report detailing their child's progress;

Enabling Environments

At Hampstead Parochial CE School we recognise that a well-organized indoor and outdoor environment plays a key role in supporting and extending the children's development. We observe the children and assess their interests, development and learning, before planning next steps learning opportunities to build upon and scaffold and extend their learning.

The EYFS Curriculum

There are seven areas of learning in the new EYFS curriculum. All areas of learning and development are important and inter-connected. There are three prime areas which are crucial for igniting children's curiosity and enthusiasm for learning and for helping their capacity to learn. These are:

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

There are then four specific areas through which the three prime areas are strengthened and applied. These are:

- Literacy (reading and writing)
- Mathematics
- Understanding the World
- Expressive Arts and Design

More information about these areas of learning can be found by downloading the EYFS Framework available at:

http://www.education.gov.uk/schools/teachingandlearning/curriculum/a_0068102/early-years-foundation-stage-eyfs

Observation, Assessment and Planning

Planning is based on each child's ongoing formative assessment. We also have long, medium and short term plans to ensure coverage is equitable but these do change according to the needs of individuals and the class.

Assessment in the EYFS takes the form of observation, and this involves all adults working with the child. These observations, which form the basis of children's individual Child Portfolios, are matched to the Development Matters document which in turn informs each child's EYFS Profile.

Children in Reception should be working within 40-60 months Developmental Matters however this varies according to their prior learning experiences, age and stage of development.

At the end of the Reception year, each child will be assessed against the 17 Early Learning Goals (ELGs), each one linked to one of the seven areas of learning highlighted in the EYFS curriculum below.

The teachers will record each child's level of development against the 17 ELGs as **emerging**, **expected** or **exceeding**. The profile is then completed with a brief commentary of the child's skills in relation to the three key characteristics of learning (**playing and exploring, active learning, creating and thinking critically**)

We provide a written summary of these judgements for parents. We also give parents an opportunity to discuss these judgements with the class teacher.

The Learning Environment

Our learning environments are organised to enthuse children to explore and learn securely and safely. The classroom is arranged into learning areas, where children are able to find and locate equipment and resources independently. Our classroom has its own enclosed outdoor area and large panned sliding doors to allow the outdoor curriculum in and vice versa. The learning environment is set up in a way to offer 'mirrored' opportunities both indoors and out.

After our initial morning registration and introduction to the day, children have the opportunity to free flow between the two environments. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. We plan activities and resources for the children to access indoors and outdoors that help the children to develop in all six areas of learning.

The Wider Context

We work closely with outside agencies to support children's development. Where appropriate we involve health and social care professionals, family support workers and other members of the local community. We have a diverse school and we actively promote community cohesion. We have worked hard to establish close links with our partner schools and other children's settings with a view to strengthening the continuity for new families.

Safeguarding and welfare requirements

Keeping your child safe is a priority. At Hampstead Parochial CE School:

- All staff has received 'Child Protection' training that is updated yearly. (CEOP)
- The class teacher has received advanced CEOP training and is one of three designated 'named persons' in relation to safeguarding across the school.
- We have a 'No mobile phone' policy in the EYFS. All mobile phones are locked away in lockers out of the EYFS environment.

- We abide by Child/staff ratio's both within school and when off site.
- Safeguarding parent forums are run by the class teacher at least once per year.
- Staff are offered coaching and training in relating to safeguarding and keeping children safe.
- All EYFS staff are aware and abide by the statutory EYFS guidance.
- The safety and suitability of the premises, environment and equipment is monitored by the Site Supervising Officer.

Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Through our teaching and learning we ensure that children feel secure at school and develop a sense of well-being and achievement. Our practitioners understand how children develop and learn, and consider this when they plan teaching opportunities.

We offer children first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play. Our carefully planned curriculum helps children work towards the Early Learning Goals throughout EYFS.

We enable children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. Children are encouraged to communicate and talk about their learning, and to develop independence and self-management. Learning is supported by appropriate and accessible indoor and outdoor space, facilities and equipment. We identify progress and future learning needs of children through observations, which are shared with parents.

The three characteristics of effective teaching and learning in the Early Years are:

Playing and Exploring

Children's play reflects their wide ranging and varied interests and preoccupations. We believe that through play children achieve their highest learning potential. Play with peers is important for the children's development and an essential for developing their all-important social skills.

Through play our children explore and develop learning experiences, which help them to make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Active learning occurs when children are motivated and interested. We give children a degree of independence and control over their learning. As they develop their confidence they learn to make decisions and this provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Thinking Critically

When children have opportunities to play and engage with ideas in different situations and with a variety of resources, they discover connections and develop a better understanding and ways of doing things. The adults around the setting will support this process in order to enhance the children's ability to think critically and ask questions.

We give children opportunities to be creative across all areas of learning. Adults support children's thinking and help them to make connections by showing interest, offering encouragement, clarifying ideas and asking open questions. Children access resources freely and may choose to move them around the classroom to extend their learning. In class we encourage the children to 'come back' to their creations such as models, buildings and when problem solving to allow them time to consolidate and find ways of finding solutions.

Reviewed by Governing Body	Spring Term 2018		
Next Revision (Please highlight as appropriate)	Annual	Bi-annual	Tri- annual
To be reviewed	Spring Term 2019		