

Ripponden J&I School



EYFS Policy June 2020

Intent

“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)

At Ripponden Junior & Infant School, we value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development and 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. It is also important to value and celebrate the joy of childhood. We are committed to capture these moments and ensure that our provision supports and develops children’s natural curiosity and fascination. Children must experience a range of things during their time in EYFS. These will often include enrichment opportunities that enable children to learn about themselves, their families, their communities and the local world around them.

It is every child’s right to grow up safe, healthy, enjoying and achieving, making a positive contribution. In order to do this, they must feel respected, feel valued, believe that their opinions and original ideas are special and worthy and understand the world that they live in. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential and we endeavour to foster a life-long love of learning.

At Ripponden Junior and Infant School our intention is to provide children in our EYFS (between the ages of 4 and 5 years) with education and care that will promote happy, confident, enquiring children, interested and enthusiastic about the challenges they encounter. We are fully committed to the purpose, principles, requirements, and intended outcomes of the statutory Early Years Foundation Stage framework.

Principles

The Statutory framework for the Early Years Foundation Stage states four guiding principles which should shape practice in the early years.

- 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 to encourage and develop a positive attitude to learning.
- Positive relationships. We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. Staff at Ripponden Junior and Infant School focus on holding positive interactions with children that encourage them to think deeply about their learning and how to continually improve.

- 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 the next steps, challenging and achievable activities and experiences to extend their learning.
- Learning and development. The Reception Unit 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 unit is set up in learning areas where children are able to find and locate equipment and resources independently.

Aims

This policy aims to ensure:

- **A Secure Foundation** - The Foundation Stage team will ensure learning and development opportunities are planned around the needs and interests of each individual child and are assessed and reviewed in an ongoing cycle of planning and assessment.
- **High Standards** – The Foundation Stage team will ensure that every child makes the optimum amount of progress and provides them with high quality teaching and learning opportunities which enable them to fulfil their potential.
- **Equality of Opportunity** – The Foundation Stage team will ensure that every child is included and not disadvantaged in any way because of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- **Parents Partnership** – The Foundation Stage team will develop positive partnerships with parents and carers to improve learning outcomes and achievements for all children.

Implementation

The ways in which the child engages with other people and their environment underpin learning and development across all areas. Adults and the considered use of the environment support the child to remain an effective and motivated learner. The continuous cycle of observation, assessment and planning enables adults to provide structure and guidance to each child based on their current needs and abilities through purposeful play and learning experiences and sensitive and timely interventions. The smooth transition between home, Pre-school and Key Stage 1 are key to delivering a seamless handover between parents and carers and practitioners and paramount to that, an enjoyable and supportive experience for children and their families.

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 these characteristics of effective learning:

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

Our EYFS Curriculum

- lets learning happen within a child centred approach and is responsive to our children's needs and interests
- is strategically planned to deliver progression in knowledge and skills in key areas of phonics, reading, writing and mathematics
- is reviewed in the light of national developments, new thinking, pedagogy, research and development
- ensures resources and apparatus are available to support learning at every stage of development, reflecting the cohort that we are serving
- ensures resources and apparatus are available to support learning in every area of the EYFS curriculum and linked to child development theories
- ensures all areas of learning are regarded with the same level of importance and are interlinked in learning
- includes fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings
- ensures that children learn to live together peacefully, with each of them playing a valuable role in the multi-cultural world in which they live

Our Enabling Environment

The EYFS Reception area is a self-contained unit based in a bungalow beside the school, set in its own gardens with immediate access to the school playing fields. The reception area is carefully planned for to ensure all areas both indoors, outdoors and in the main school are used to enable quality learning for every child. The children have the choice of where they choose to learn within the setting. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support. Our basic provision is linked to the age related expectations of the cohort.

We encourage child initiated activities and adapt our continuous provision accordingly. We enhance our provision to stimulate curiosity through provocations including objects, prompts, conversation and questioning.

Teaching

Teaching in EYFS occurs throughout all that we do including, but certainly not limited to-

- Providing security for children through daily routines so that they become accustomed to the rhythm of the day.
- Providing secure attachments between key workers and children and their families.
- Providing an inclusive environment that celebrates diversity.
- Nurturing children's mental health by celebrating achievements and praising effort and determination.
- Supporting positive relationships. Modelling how to socialise and consider others.
- Encouraging resilience, independence and self-challenge where children are keen to try something new and are able to cope if things don't go to plan.
- Demonstrating selecting and using resources independently and tidying away after ourselves. Being proud of our work space and showing respect for our shared resources.
- Being positive role models for communication and language. Engaging in sustained shared thinking to extend children's ideas, modelling explanations of thoughts and processes.
- Promoting health and self-care through independent toileting and regular hand washing.
- Promoting healthy eating skills for life through snack choice, growing and preparing food, cooking and cleaning away.
- Encouraging daily exercise during PE lessons and outdoor activities in our gardens, fields and outdoor running track. Refining gross and fine motor skills.
- Inspiring enthusiasm in first hand, meaningful learning opportunities.
- Capitalising on teachable moments and finding the learning in every day experiences.
- Believing in children's capabilities and identifying next steps in their development.
- Delivering whole class, small group and 1-1 teaching.
- Delivering discreet daily Phonics, Literacy and Mathematics sessions as per the school's English and Mathematics policies.

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds upon and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for ensuring that learning opportunities and provision meet the needs of the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations and this involves the

teacher and other adults as appropriate. The initial picture of a child's learning and development is captured upon entry to school through an official Baseline assessment from the Department of Education which is administered by the class teacher and supported by the teacher's observations and interactions with the child. The teacher's observations are recorded on an electronic Target Tracker system and a digital Learning Journey is created for each child and developed throughout the year with regular updates as the child's learning occurs.

Teachers take part in moderation within the school setting, a local cluster of schools and with the Local Education Authority throughout each year to ensure that assessments are accurate and secure, providing evidence to support their professional judgements. At the end of Reception all children are assessed against the Early Years Foundation Stage Profile. This is a statutory assessment and information is shared with parents and at local and national level. Children who meet the expected level of development at the end of EYFS are said to have attained a 'good level of development'.

Starting School

During the Summer Term, prior to starting school in September the following arrangements are conducted:

- The Reception teacher will attend a meeting up with children's key workers at a local information gathering event.
- The Reception teacher will visit Pre-school settings from which September's intake will be taken.
- The Reception teacher will invite local settings to visit for stay and play sessions.
- The Reception teacher will communicate with relevant third party agencies relating to particular children's health and learning needs.
- Each child will be invited to spend some time at Ripponden Junior and Infant School during the Summer Term in order to familiarise themselves with both the staff and the classroom environment.
- The school will hold a 'Welcome to Ripponden' information evening in the summer term where parents and children have an opportunity to meet the Head teacher and other key staff (Reception teacher, SENCo (Special Educational Needs Coordinator), Deputy Head teacher, EYFS/Key Stage 1 lead, Reception Class Assistant, staff from Busy Bees etc.).
- The Headteacher will invite children to start school in a staggered timetable to allow groups of children to settle at a time, building up to the full 30 pupils within 3 weeks.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators. We aim to foster and nurture the relationship between school and home and establish trusting, supportive and meaningful communication. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers as follows:

- We will hold an information evening during Summer Term about transition to school
- We will outline the school's expectations in a Home-School Agreement.
- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- We will hold a parent consultation mid-year to establish how a child is progressing and to discuss targets and next steps.
- We will send home an official end of year report.
- We will publish a Newsletter outlining the areas of learning and the overarching theme of each term.
- We will conduct workshops for parents and carers early in the year to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will be available for informal information sharing at the beginning and end of each day.

Impact

At Ripponden Junior and Infant School, one of our Key School Development Priorities is 'to embed work in the EYFS to secure the best outcomes for children.' We have high expectations of ourselves and our children and a desire to continue to move our EYFS forward in a continual drive for improvement to give the children at Ripponden Junior and Infant School the best possible start to their school career. There have been changes in staffing, improvements in the environment, planning and assessment procedures and a new action plan put into place over the last 18 months. As a result we are beginning to see an upward rise in our end of year data (as confirmed by Calderdale LEA June 2019). We hope to build on this year on year and ensure that our school attains higher than National Average Scores in the EYFSP. We also strive to ensure an equal balance between different groups of children achieving the Good Level of Development.

Inclusion and Equal Opportunities

Children with special educational needs and disabilities will be supported as appropriate to enable them to access the curriculum fully. This includes children that are working beyond the expected level by providing them with additional challenge, as appropriate, and those with specific learning difficulties and disabilities. Individual Learning Plans and EHC Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Safeguarding and Promoting Children's Welfare

Ripponden Junior and Infant School Foundation Stage will;

- Ensure that Safeguarding and Child Protection procedures are thorough and followed by all staff to ensure the welfare of every child in line with the school's Safeguarding Policy.
- Ensure that any intimate care necessary is provided is in line with the school's Intimate Care Policy.
- Ensure that the Reception Teacher and Teaching Assistant have regular, up to date Paediatric First Aid Training.
- Ensure that First aid boxes and accident and injury records are kept up to date and that parents/carers are informed of any incidents in line with the school's Accident and Illness Policy.
- Ensure that any medicines are stored and administered safely as per the Medications Policy.
- Ensure that it is a safe, hygienic and clean environment for children to work and play by following Daily Checks and Risk Assessments.
- Ensure that at least one member of staff holds a current Food Hygiene Certificate.
- Promote healthy lifestyles, offer milk, fresh fruit and fresh drinking water throughout each day and promote learning around healthy lifestyles, cleanliness and tooth brushing.
- Use positive behaviour management strategies to manage behaviour effectively following the school's Behaviour Policy.
- Ensure that all visitors report to the school's main Reception to be identified and sign in and out.
- Ensure that regular fire and emergency drills are carried out so that children are well trained to evacuate the premises appropriately and effectively.
- If a child is not collected at the end of the school day then staff will ensure that the school office is notified to trace parents/carers and that the child is supervised in school as per the school policy on Late Collection of Children.
- Any issues or complaints may be dealt with by the class teacher in the first instance and then the Head teacher as per the school Complaints Policy.

Roles and Responsibilities

The Governing Body

The governing board will approve the EYFS policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that EYFS is taught appropriately and effectively for the youngest children.

Staff

Staff are responsible for:

- Delivering EYFS in a sensitive way
- Modelling positive attitudes and providing a secure and safe environment
- Monitoring progress
- Responding to the needs of individual pupils
- Being aware of any barriers to learning so these can be identified early on in the child's school career

Pupils

Pupils are expected to behave in a way which is appropriate for their age, and to learn and abide by the class rules. There is a positive reward system in place which embodies the school's 'Branch Out' philosophy.

Monitoring Arrangements

The Early Years Teacher is expected to stay abreast of developments in EYFS by attending Network meetings and Continuing Professional Development. An Action Plan is in place and regularly monitored by the Headteacher. It is incorporated into the Teacher's Performance Management targets.

Helen Bruchez is the named teacher and **Jude Kenny** is the named leader for the EYFS, they both report to the Head teacher.

Date of Ratification:		Signed: (HEAD TEACHER) (CHAIR OF GOVERNORS)
Review date:		Signed: (HEAD TEACHER) (CHAIR OF GOVERNORS)