

EYFS Policy

Springwood Heath Primary School



Approved by: Governing Body

Date: September 2024

Last reviewed on: September 2024

Next review due by: September 2025

Springwood Heath Primary School

“Every child deserves the best possible start in life and support to reach their full potential. A child’s experience in the early years has a major impact on their future 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 the 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 Legislation:

This policy is based on the requirements set out in the Statutory Framework for the Early Years Foundation Stage.

Statutory Guidance:

At Springwood Heath School we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage (DfE 2021.) We understand that we are required to:

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.

The EYFS is based upon four principles:

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

A Unique Child

At Springwood Heath Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that all children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by engaging with others and at Springwood Heath we praise, encourage, challenge and celebrate, to encourage children to develop a positive attitude to learning.

Inclusion:

In line with our whole school policy on inclusion, our curriculum ensures that all children will be able to access high quality learning and we address issues of gender, disability, race and culture positively and without prejudice. All children and their families are valued within our school. At Springwood Heath 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 EYFS we set realistic and challenging expectations that meet the needs of our children.

We meet the needs of all our children through:

- Planning opportunities that build and extend children's knowledge, experiences and interests and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on the children's learning needs.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for all children for them to reach their full potential.
- Monitoring children's progress and taking action to provide support as necessary in line with a rigorous assessment and intervention plan.

Positive Relationships

At Springwood Heath School we recognize that children learn to be strong independents learners from secure relationships. We aim to develop caring, respectful and professional relationships with all our children and families.

Parents as Partners:

At Springwood Heath we recognize that parents are children's first and most enduring educators and we value the contribution they make. Here at Springwood Heath we recognise the role that parents have played and their future role in educating their children. We do this through:

- Talking to parents about their child before they start in our school.
- Ensuring a solid transition from home-school is offered.
- Inviting all parents to an induction meeting during the term before their child starts school with the Early Years Staff including Lead.
- Offering parents regular opportunities to talk about their children's progress in Reception class and allowing free access to the children's Learning Profiles through Tapestry.
- Operating an 'open door policy' encouraging parents to talk to key adults if there are any concerns.
- Arranging a range of activities throughout the year that encourages collaboration between the child, school and parents: ie. Stay and Play Christmas Productions etc.

Enabling Environments

At Springwood Heath we aim to provide a broad and balanced play-based curriculum; which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. At Springwood Heath School we recognise that the environment plays a key role in supporting and extending the children's development. We support our children's learning through planned activities and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. Our environment is specifically planned for and resources/activities are purposefully chosen to encourage independent application of skills. This is achieved through room planning documentation carefully linked to the long term curriculum plan.

At Springwood Heath we aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experiences. Activities are planned for both indoor and outdoor classroom throughout the school day and a mixture of explicit teaching, adult led activities and free play are available to all learners. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation within the classroom.

Learning and Development

At Springwood Heath School we know that children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other.

Teachers plan opportunities for group work, one to one support and play based experiences to ensure a variety of opportunities are available to all children.

The EYFS Framework (2021) explains how and what our children will be learning to support their healthy development. Children will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Our curriculum ensures we prioritise the PRIME areas of learning first and foremost;

- Communication and language;
- Physical development;
- Personal, social and emotional development.

As children become more proficient in these areas we help them to develop skills in 4 specific areas:

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

Communication and Language is the area our children often require support with and we put particular emphasis on this area in our curriculum using the following tools;

- Wellcomm Screening & Intervention Programme
- High Quality Literacy Scheme of Work
- Fidelity to Read Write Inc Phonics

- Communication Friendly Environment
- Planned and Purposeful Interactions

Observation, Assessment and Planning

Reception class and Owls Enhanced Hub follow a long-term planning document which is based on high quality texts and key themes/interests. Planning is sequential and progressive based on the knowledge of our children at baseline and where we aim for them to be in preparation for National Curriculum. These plans are used as a guide for weekly planning and can change depending on the needs of the children and their interests. Parents are made aware of these plans through curriculum overview documents.

We make regular formative assessments of the children's learning and keep evidence in a range of ways including photographic evidence and written evidence. These assessments are against our own curriculum and are discussed in EYFS team meetings.

Reception children, unless disapplied, take part in the National Reception Baseline Assessment (RBA) completed by the Early Years Lead prior to the end of September in their first term.

We also record assessments in line with school policy at the following points within the year;

Baseline (September)

End of Term One (December)

End of Spring One (February)

End of Spring Two (April)

End of Summer One (May)

End of Summer Two (July)

This information is recorded on the schools tracking system; Insight.

