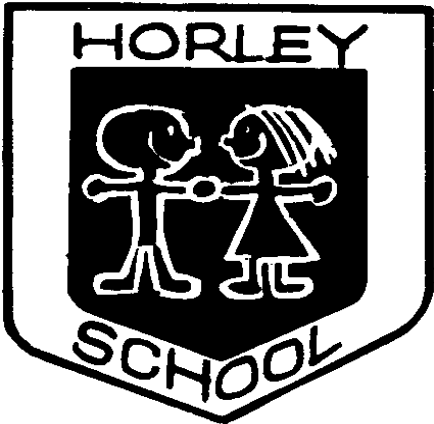


HORLEY INFANT SCHOOL



EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Initially Approved On:

Autumn 2013

Reviewed On:

Autumn 2023

Staff Link:

EYFS Leader

Next Review Date:

Autumn 2024

Policy Status				
Statutory (Work Programme) ✓	Non-Statutory	Annual Review ✓	Biennial Review	Triennial Review

FGB Review (statutory policies only):

Achievement & Standards

Link Governor (statutory policies only):

FGB

Early Years Foundation Stage (EYFS) Policy.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Horley Infant School, children typically join the Reception class in the academic year that they turn five. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

At Horley Infant School we believe that *“The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to ‘scaffold’ their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning.”*

(Development Matters, 2023)

Alongside this, we strive to ensure that children are kept healthy and safe, providing them with experiences that will enable them to develop skills upon which they can develop through school and prepare them for a life in modern Britain. ([British Values in the Early Years](#))

The EYFS is based upon seven key features of effective practice:

- The best for every child
- High quality care
- The curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnership with parents

Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is a short, compulsory, interactive and practical assessment of children’s early literacy, communication, language and mathematics skills when they begin in school. It is undertaken by the child’s class teacher and will measure children’s progress from Reception to Year 6. The data from the assessments will be only be accessed by the DFE (Department for Education) and will not be shared with the school, the teachers or parents. A brief summary of the outcome of the assessment is provided which is shared with parents during parent consultations in Autumn. During the assessment, the teacher will spend quality 1-1 time with each child, getting to know them and identifying if they need any further support in certain areas.

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>

In the Moment Planning

In our free flow early years unit, we provide an enabling environment where adults go to the children to extend their learning around their interests. Teachers use enhancement opportunities and activities within the continuous provision and respond in the moment to enhance and extend children’s learning across the curriculum. Children’s high-level involvement and learning occurs in child-initiated activities. Observations of children’s learning are added to the child’s individual Learning Journey using Tapestry Online Learning Journals. As observations are uploaded to a web-based provider, parents can choose to receive notifications from Tapestry where they are able to view and comment upon the learning.

Observations

The teaching team will capture children's learning through observations and recording their interactions with the children. Observations will detail what the adult observed the child doing during their play, how the adult's interactions moved the learning on and the outcome. Photographs will be taken to support observations of the child during their play and accompanying formal evidence such as writing. Photographs will be taken using school iPads. Observations and photographs will be recorded and stored using Tapestry Online Learning Journals which parents will be able to access for their child's learning journey only.

At Horley Infant School Tapestry is used to record 'wow moments' in each child's learning journey and development. There is not a set number of observations each child will accrue during the year; nor any given timeframe. Not all learning is required to be gathered as evidence to record progress. This approach enables the adults within the setting to spend more time interacting, and furthering each child's learning, in the moment.

Each member of the EYFS teaching team is provided with an iPad to take photographs and record observations. Photographs of observations and interactions should be taken in the moment with brief notes of key points of the observation. Observations should not be typed up at that time and meaningful and purposeful interactions with the children should remain the focus. Time will be provided for staff to formally record observations at an appropriate time. iPads within our EYFS setting are a tool for capturing observations. iPads should be used and carried when needed and not be used in a way that can create a barrier between purposeful and meaningful interactions with children.

Wellbeing and Involvement – Process Orientated Monitoring System

Assessment of children's wellbeing and involvement levels will be carried out regularly by their class teacher using a Process Orientated Monitoring System (POMS by Dr Ferres Laevers and Bart Declercq – Early Excellence). This gives the EYFS staff a detailed understanding of each child's emotional and social development throughout the school year. It allows us to pinpoint the children that may require additional support in these areas and helps us to formulate appropriate interventions to aid their progress.

Inclusion/Special Educational Needs and Disability (SEND)

All children and their families are valued at Horley Infant School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all levels of attainment. Opportunities for staggered entry into full time school during the first half of the Autumn term takes into consideration the varying developmental ages and emotional needs of the children within their first year at school. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and introduced to the school's SENDCo. The Local Authority's Multi-Professional Team become involved upon request by the SENDCo to offer further information and advice.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- using a wide range of teaching strategies based on children's learning needs to ensure multi-sensory approaches to learning.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively.

- providing a safe and supportive learning environment in which the contribution of all children is valued.
- using resources which reflect diversity and are free from discrimination and stereotyping.
- monitoring children's progress and taking action to provide support as necessary.

Safeguarding and Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'
(Statutory Framework for EYFS 2023)

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We provide opportunities for children to take risks and teach how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children (see the school's Child Protection Policy).

At Horley Infant School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2023.

Intimate Care

We believe that all children need contact with familiar, consistent carers to ensure that they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance. Intimate care routines such as supporting children with toileting, changing clothes and giving first aid treatment are essential throughout the day to meet children's basic needs.

We aim to meet the individual needs of all the children in our care and promote their welfare and emotional wellbeing. We recognise and assist children with intimate care where needed, and ensure that the children are treated with courtesy, dignity and respect at all times. Please see our Intimate Care Policy for further details.

Positive Relationships

At Horley Infant School we recognise the importance of secure and positive relationships that enable children to learn to be strong and independent with secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents play and their future role in educating their children. We do this through:

- offering parents the opportunity to talk about their child prior to starting school, during our new parents evenings and Stay and Play sessions.
- giving children the opportunity to spend time with their teacher before starting school during pre-school visits and Stay and Play sessions.
- supporting children and parents through the transition from pre-school to Reception with each child and their parents attending a '1:1 school visit' with the class teacher and teaching assistant at the start of the academic year.
- inviting all parents to join their child for a 'come dine with me' lunch with their child for their first school lunch experience.
- ensuring all children have the opportunity to experience their first two days of school in smaller groups to aid transition to the new school environment.

- offering opportunities to talk and discuss any issues with our own Home School Link Worker who is on hand for support and guidance for both parents and pupils.
- inviting all parents to a parent meeting at the start of each term in order to explain how we aim to work with their children particularly in relation to reading, phonics, writing and mathematics.
- encouraging parents to talk to the child's teacher if there are any concerns by implementing and promoting an 'open door' policy in all EYFS classrooms and for all EYFS staff.
- inviting parents to meet with their child's class teacher at parent consultations twice a year to discuss progress and targets for development.
- providing parents with a written report on their child's attainment and progress at the end of each school year.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents e.g. celebration assemblies, school visits, Fun with Phonics workshops, Magical Maths workshops, special event days.
- development by providing home observations using Tapestry Online Learning Journal throughout the year, which can also inform planning and provision.
- recognising the importance of both the parent's and child's voice. Parents will be able to comment upon the learning their children has taken place and recorded through observations by staff using Tapestry Online Learning Journals.
- by encouraging feedback from both adults and pupils on all activities and experiences that have enhanced learning as well as suggestions that will develop and extend future learning.
- written contact through the Reception email and Study Bugs, as well as the acknowledgement that parents can ring school to contact teachers or speak to a member of staff at the classroom door in the morning or afternoon.

Enabling Environments

Our EYFS classrooms adopt a free-flow system inside and out. This means that all the children are free to visit any of the Reception classrooms or outside area during their child initiated learning or 'Discovery Time'. We have a workshop style environment indoors and outdoors, where all resources are available to the children and they can self-select what they want to do in each area. This gives children the opportunity to select resources to support their chosen activity developing critical thinking and independence.

Resources are fully stocked and tidy at the start of the day. Children are able to select the area in which they want to play and can independently choose the resources to use in any area. All containers are clearly labelled (with pictures and words) and arranged to allow optimum access. By having the classroom environment organised in this way, children are able to take ownership of their learning. Teachers regularly reflect and review classroom environments and adapted them to meet the children's interests. Classrooms are equipped with varied, high quality, open-ended resources as well as resources/items linked to their learning or to spark interest. Children are encouraged to take responsibility for maintaining and respecting classrooms and resources.

Learning and Development

Teachers and teaching assistants provide the curriculum in the Reception classes, with class sizes of a maximum of 30 children.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are

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

- Physical development

The specific areas are

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

Through careful observations and assessments, including ongoing information provided by parents and other settings, children's development levels are continually monitored and assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support and ensure the best outcome for that child.

Planning teacher led and child initiated activities will reflect on the different ways that children learn and the adults within the EYFS will reflect these in their practice. At Horley Infant School we support children in using the three characteristics of effective teaching and learning.

These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Statutory Framework for EYFS 2023)

Religious Education

At Horley Infant School, RE is taught in accordance with the Surrey Agreed Syllabus 2023-2028. It is taught alongside the school's values of honesty, cooperation, patience, thoughtfulness, trust, resilience, respect, morality and responsibility developing strong links between RE, Personal and Social Education and Spiritual, Moral and Cultural Education, in ways which are appropriate for pupils aged 4 – 7. Children at Horley Infant School are taught RE in units of work and through collective worship.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Horley Infant School, there are clear procedures for assessing risk, as well as procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment, in line with the EYFS statutory framework 2023.

At Horley Infant School we:

- have a whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date.
- ensure that fresh drinking water is available at all times.
- ensure children's' dietary needs are recorded and acted upon when required.
- ensure that each classroom has a snack and sink area that can provide fresh fruit and drinks.
- ensure that a first aid box is accessible at all times and a record of accidents and injuries is

kept. All Teaching Assistants are first aid trained.

- have a health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- practice fire and emergency evacuations procedures termly.
- have an E-Safety policy stating how mobile phones, laptops and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff's own personal use.

Transition

From Pre-school/nurseries

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- The children are invited to visit their reception class for a 'stay and play' session.
- Members of staff from Horley Infant School make visits to pre-school/nursery settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Sometimes, children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support.

During the first two weeks of the Autumn term of the child's entry to the Reception year, the following procedures have been put in place to ensure successful transition:

- Parents are invited with their child to a 1:1 meeting with their child's class teacher and teaching assistant. This helps aid the transition for the child, familiarising themselves with the classroom environment once again, following the summer break. This process allows parents the opportunity to ask questions and share important information with their child's class teacher. This also supports the building of the relationship between class teacher, teaching assistant and parents which is vitally important.
- Each child is able to spend their first two days of Reception in groups of around 10 children in each class. This is to aid transition in a calmer less busy environment. It allows each child and the teaching staff the opportunity to spend quality time together, on those very important first few days of each child's school life.
- Parents are invited to share a 'come dine with me' lunch with their child on their first day of school.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1. Dialogue between Reception and Year 1 teachers continues throughout the Autumn term, to ensure fluid continuity in meeting the needs of every child.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Headteacher and EYFS Leader will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Achievement and Standards Committee of the Governing Body will also be informed of this process.

