



PRESTFELDE

EYFS Policy

July 2018

1. Aims

This policy aims to ensure:

That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life

Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind

Close partnership working between practitioners and with parents and/or carers

Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

Admission to Nursery (FS1)

Children may be admitted to Nursery following their third birthday.

New children will be invited to attend a taster session in the term prior to admission.

Session Times

At Prestfelde each child is eligible to receive the government universal offer of up to 15 hours of 'Free Entitlement' per week. Children between the age of three years up to and including the term in which they are five, are eligible to receive three hours of 'Free Entitlement' for each morning booked to attend.

'Free Entitlement' funding is calculated on a daily basis, based on the number of days booked to attend each term, and the number of school weeks per term – so it will vary each term depending on the length of the term. The funding amount is included in the termly bill as a 'credit' against the school fees. The 'net' amount of school fees should be paid in advance by the first day of each term.

Monday to Friday 08.30 to 12.30 (Nursery funding eligibility)

Lunch 11.45 to 12.30

Afternoon session 12:30 to 15:30

After School Care session available until 18.00 (within Little Prestfelde.)

Afternoon session costs £8.45 from 12:30 until 3.30pm (if required, minimum 3 hours per day).

Afternoon sessions are charged retrospectively, based on the number of sessions actually booked and attended, and added to the following termly bill.

Reception (FS2) – session times

Monday – Friday Children are expected to arrive between 8:20 and 8:30am ready to start lessons at 8:30am.

The end of the school day is 3:30pm.

A full Fee Structure can be found on the school website (www.prestfelde.co.uk)

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life.

Children will **play and explore** their environment showing engagement by:

- finding out and exploring
- play with what they know
- be willing to 'have a go'

Children will be **active learners**, showing motivation by:

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Children will be creators and think critically by:

- having their own ideas
- making links
- choosing ways to do things

As adults we support our children by:

- fostering a desire to learn by nurturing active questioning and an awareness of the world around them.
- encouraging children to express their thoughts and ideas in a variety of situations.
- helping children to become competent speakers and listeners.
- developing confidence by praising success and encouraging effort.
- learning through play and experience learning first hand.

I hear, I forget

I see, I remember

I do, I understand

Values

A core part of Early years learning at Prestfelde is based on teaching children from a young age about the importance of using Values in their own lives. Through Values based learning in assemblies and taught sessions, children are given the means to use Values to drive their thinking and behaviour.

This supports pupils with beliefs about themselves, their actions, relationships and positive behaviour.

As a Christian based Woodard school pupils also have many experiences which are delivered using Christian values and this is a strong ethos within Early years teaching and learning which is reflected across the whole school.

4.1 Planning

Unique child

We pride ourselves in providing the best possible start to a child's education. All children within the early years learn through play: exploring their surroundings; and, developing their characteristics for learning, with support from attentive and experienced adults.

Each child is considered 'unique' and their individual learning is catered for within the natural beauty of the Prestfelde environment.

Positive Relationships

We believe it is vitally important to develop a partnership between all the adults involved with each child. By working together, we can provide knowledge of the 'whole child' to assist their future learning and needs.

Positive relationships are key to every child's education. We pride ourselves in developing excellent working relationships with parents; understanding their role as first and most enduring educators of their children. And with the children by helping them to share, care and learn together.

Enabling Environment

- We provide a stimulating 'enabling environment' both indoors and out.
- We provide a rich multi-sensory learning environment where children can experiment and explore through first hand experiences, encouraging a sense of awe and wonder, whilst being able to ask questions and solve problems.
- We provide a safe, welcoming, emotional environment where children may be helped to exceed their potential.
- We develop children's independence, self-belief, confidence and a positive growth mind set.

Learning and Development

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through a focus upon holistic enquiry, planned, purposeful play, and a mix of adult-led and child-initiated activities. As educators we look for creative ways to capture children's natural curiosity and shape their exploration in meaningful and purposeful contexts.

Practitioners are responsive to each child's emerging needs and interests, guiding their learning and development through warm, positive and focussed interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

'Children at play are able to stay flexible, respond to events and changing situations, be sensitive to people, to adapt, think on their feet, and keep altering what they do in a fast-moving scene. When the process of play is rich, it can lead children into creating rich products in their stories, paintings, dances, music making, drawings, sculptures and constructions, or in the solving of scientific and mathematical problems.' (Bruce, 2001, p.46)

5. Assessment

At Prestfelde School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

When a child enters school they are 3 years old. To ensure that we have a good understanding of their learning and development, we request the written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. This is completed between the ages of 2 and 3 years old.

Once a child has settled into school, we then observe and complete an on-entry assessment. This informs our AP1 within iTrack.

This first assessment is a snap shot of all the prime areas of learning alongside Literacy and Maths attainment.

There are three further assessment points at the end of each term to support the identification of attainment, but also the gaps for further support and learning.

Throughout each child's time within the Early Years, a learning journey is compiled to celebrate achievements and independent evidence of attainment throughout the EYFS referencing development matters and the Early Learning Goals. To support the compilation of each learning journey and to enable us to celebrate children's achievements with their parents, we use an on-line learning journey called 'Tapestry'.

This enables us to focus upon the process of learning as well as the outcome, linking holistically to all elements of learning and development, alongside the characteristics of learning.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

Not yet reaching expected levels ('emerging')

Meeting expected levels of development

Exceeding expected levels or,

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers as well as the local authority.

Progress meetings are planned termly with teacher's, key people and SENCO's, to discuss and moderate children's attainment and consider support, interventions or further challenge.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development on a daily basis through Tapestry but also have termly reports with targets to support their next steps and in conjunction with these reports parents are invited to attend termly parents consultations, this helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

In addition to this we offer parents workshops each term to support their understanding of child development and teaching and learning.

We are responsive to the parents needs and requests throughout the year. Currently, we provide workshops to support-

- Letters and sounds
- Mark making into writing
- Maths

Key Person

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

The key person role is a central priority in providing consistency for children within their care and learning.

In addition, one secondary adult (buddy) will be identified to enable continuity and limit the number of adults relating closely to a child in the absence of the key person.

As well as providing close care on a daily basis to build a secure relationship for the child, the key person is responsible for maintaining observations of each child's interests, fascinations within their independent play.

Whenever possible the key person, or a secondary adult (a buddy), greets the parent/carer and child on arrival, and when a child is collected to share information about the night before or the child's day in Nursery celebrating their achievements and interests.

This philosophy and role of a consistent 'special person' continues throughout Little Prestfelde and once a child moves into FS2 their teacher takes on this role.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Emma Thelwell, Deputy Head Academic and Head of Little Prestfelde every year.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy