

Early Years Foundation Stage (EYFS) policy



Approved by:

Date: December 2019

Last reviewed on:

Next review due by:

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.

Legislation:

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

Structure of the EYFS:

Pupils at Rigby Hall currently begin their schooling with us during their Reception year. Pupils may follow the EYFS curriculum in Year 1 if the Early Years Phase Lead feels this curriculum would better suit their needs, e.g. if the pupil has missed schooling during their Reception year, or due to their current levels of learning and development, the EYFS is better suited to their needs.

Pupils begin their schooling at Rigby Hall with a carefully planned transition. This includes meeting the pupils in their nursery/childminder provision prior to them starting school, gaining information from their key worker and SENCO (if applicable). Parents/carers are invited to Rigby Hall to have a tour of the environment and meet with the Early Years Lead to allow time for information to be shared and allow parents/carers opportunities for questions. Rigby Hall then hold a number of 'stay and play' sessions, for the new pupils to explore their new environment with the security of their parents/carers. Following this, during the first week of the Autumn term, home visits are carried out by two key members of staff. During these home visits, information is gathered on pupils, including likes and dislikes, medical needs, personal care needs, as well as allowing staff the opportunity to talk through routines and structures of a school day at Rigby Hall. Pupils build up to a full day at school, following several half day sessions.

Pupils have opportunities to learn outdoors throughout their day. There will be as many opportunities as possible available to pupils to extend their learning through play in the outdoor environment. This is not restricted to the outdoor area, and may include the Forest School site, field, playground and local area. Outdoor learning is recognised as important to child development, allowing them the opportunities to be active in their learning and explore all that nature has to offer in their immediate environment.

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

Planning:

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, activities are based on pupil interests, as well as bringing in sensory elements to enthuse and attract pupils to learning experiences.

Learning opportunities are play based, allowing children the opportunities to discover and explore, whilst staff scaffold their learning and development.

Staff take into account the current developmental stage of each pupil and plan for learning opportunities around the individual child. Staff use observations as a basis for planning learning experiences, and make learning opportunities as exciting and engaging as possible based on the knowledge of individual learners. Next steps are identified from learning experiences, with staff being aware of these when supporting pupils in their play.

Staff are aware of the different ways pupils learn, and use this knowledge to support pupils in maximising their learning potential.

Teaching:

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Staff aim to promote a love of learning through the activities and provision.

Staff support pupils in following an adult agenda during their first term, by using strategies such as now and next boards, as well as other visual aids. Pupils will develop this skill over the year into being able to play with an adult and peers in a small group, ready for learning in Year 1.

Staff promote Communication development through every available opportunity. Staff support all pupils in their understanding of language through their use of signing (Signalong), as well as using objects of reference, symbols and communication aids. Staff support pupils in becoming effective communicators through close liaison with Speech and Language Therapists, developing their skills in being able to state their needs and become effective communicators. Parents and carers are regularly updated with current communication skills to promote consistency in communication approaches in both home and school.

Assessment:

At Rigby Hall School, ongoing assessment is an integral part of the learning and development processes. Observations are recorded using an online learning journal – Tapestry. Observations are shared with parents through this platform.

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, and they have the opportunity to share these using our online learning journal – Tapestry.

Learning and development is assessed using the school's assessment package: Solar. Solar assesses pupils working within EYFS with Early Years Steps. This assessment tool is updated regularly, with data analysed thoroughly at the end of each term. Interventions or adaptations to teaching practice is reviewed and implemented as a result of data scrutiny. Upon enrolment at Rigby Hall, pupils are baselined during the first four weeks, using knowledge of observations and discussions with previous settings.

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:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

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 through their end of year report, and discussed at parents evening.

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 using Tapestry (online journal). Staff also write in the home-school book daily, as well as having regular conversations with parents and carers. Parents evenings are held three times a year to provide formal feedback, including the sharing of assessments (including speech and language assessments). This provides parents with a well-rounded picture of their child's knowledge, understanding and abilities throughout the year.

The class teacher is the child's key person, approving observations to be shared with parents on Tapestry, and holding parents evening meetings. Whilst the class teacher holds the overall responsibility for being the 'key person', all staff in the classroom work with the children and have positive and trusting relationships with them.

Parents and carers are invited to a EYFS curriculum knowledge evening during the first term of the academic year, sharing how we support pupils in their learning and development through all seven areas.

Safeguarding and welfare procedures:

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

Monitoring arrangements:

This policy will be reviewed and approved by Shelley Hughes, Early Years Phase Lead, every three years.

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

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and 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 child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy