



Ashton House School

Early Years Foundation Stage (EYFS) Policy

1.4

Policy Title:	EYFS Policy
Version:	1.4
Policy Summary:	Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. This Policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Ashton House School.
Policy Owner:	Head teacher and head of EYFS
Relevant to:	All staff, volunteers, contractors and service providers.
Date introduced:	December 2016
Next review date:	This policy will expire at the end of August 2021
Related School Documents:	<ul style="list-style-type: none"> • Safeguarding Policy • Pupil Behaviour and Discipline Policy • Online Safety and ICT Acceptable Use Policy • EAL Policy • Equal Opportunities Policy
Date(s) modified/reviewed:	<p>Reviewed December 2017</p> <p>Reviewed January 2019</p> <p>Modified March 2019 to include the sentence: Parents are not permitted to use mobile phones or other mobile technology in the EYFS setting.</p> <p>May 2021: An updated Early Years Policy will be published in September 2021 to coincide with the changes being made to the EYFS statutory framework.</p>

Aims of the Early Years Foundation Stage (EYFS)

In the EYFS at Ashton House School we believe that all children are entitled to the best possible start to their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special
- Understanding that children develop in individual ways and at varying rates
- Providing a safe, secure and caring environment where children feel happy and know they are valued by staff looking after them.
- Fostering and nurturing children's self confidence and self esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways
- Encouraging children's independence and decision making, supporting them to learn through their mistakes
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions which are different to their own
- Understanding the importance of play in children's learning and development
- Providing learning experiences which reflect children's interests to encourage and develop their natural desire, excitement and motivation to learn
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development
- Providing effective learning opportunities in the whole environment, both inside and outside

The EYFS Framework

For children at Ashton House School the Early Years and Foundation Stage applies to children in the Nursery and Reception classes. The overall aims of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and eventually achieving economic well being. The four themes of the EYFS underpin our provision.

A Unique Child

Child Development

We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use specific praise and encouragement, as well as recognition and celebration of children's achievements, to encourage children to develop a positive attitude to learning.

Health and Safety

It is important that all children at Ashton House 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 these important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards, both within the school and the wider environment. We encourage a healthy lifestyle including taking part in regular exercise and eating healthy food. We aim to protect the physical and psychological well being of all children.

Inclusive Practice

Children are treated fairly regardless of race, religion, gender or abilities. We regard the diversity of individuals within the school as an asset. All children and families are welcome in our school and made to feel included, safe and valued. In our school we believe that all children matter. We give our children every opportunity to be the best they can be and we achieve this by taking account their range of life experiences when planning their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. Our planning reflects the needs of both genders, children with SEND and the more able, children of diverse ethnic groups and linguistic backgrounds and from diverse social and cultural backgrounds.

EAL Provision

We welcome children who have English as a second or even third language. We provide opportunities to support language development in children in conjunction with learning at home. We ensure that they have sufficient opportunities to learn and reach a good standard in English language. This we do by providing language rich play opportunities, use a visual timetable to outline the daily routine, use visual aids and props to support lessons, model language, ask simple open ended questions and allow sufficient time for responses, use resources that reflect positive images of the different ethnicities of British children, celebrate the linguistic heritage of class members, also the introduction of French lessons in Reception.

Positive Relationships

We promote positive relationships between staff, parents and children. Children are taught to deal with difficult situations and relationships through their daily interactions with adults and other children as well as through specifically planned lessons. Children have familiar routines to help them settle quickly. Staff work with children on a one to one basis, in small groups and as part of a larger group. It is the aim of all staff in the EYFS to develop good relationships with all children, interacting with them positively and taking time to listen to them.

Key Person

Each child is assigned a Key Person, either the class teacher or a teaching assistant whose role is to ensure that the child's learning and care is tailored to meet the individual's needs. The Key Person is the first point of contact for parents and acts as a guide to parents to help with engagement at home.

Parents

We recognise the role that parents have played and their future role, in the education of their children.

Our involvement of parents includes:

- inviting children to 'taster' days before they start school,
- inviting parents to a welcome evening to learn about the work of the EYFS setting and meet their child's key worker,
- involving parental contribution to WOW moments,
- by holding parents evenings twice yearly, by including parents in sports day, class assemblies, school productions,
- by giving parents access to their child's learning journey via the 'Tapestry' e – profile system.

Parents are not permitted to use mobile phones or other mobile technology in the EYFS setting.

The Learning Environment

The EYFS setting at Ashton House School aims to provide a rich learning environment both indoor and outdoor. The classrooms are set up so that the children can access resources and equipment independently. They are set up to allow the children to be active, explore and learn securely and safely. Nursery and Reception children have exclusive use of the playground and enclosed outdoor learning area in timetabled sessions as well as at playtimes with the KS1 children. The outdoor area allows a different type of learning environment, with opportunities for the children to explore and use their senses and be physically active and exuberant.

Observation, Assessment and Planning

Good planning is the key to making learning effective, exciting, varied and progressive. Observation of what children know and can already do informs the planning that builds on and extends their knowledge.

The EYFS framework provides a long term plan to follow that ensures that all areas of learning and development are covered throughout the academic year. Medium term plans incorporate the learning and developmental targets. Weekly planning responds to the ongoing needs, interests and achievements of the children, usually within a theme. The learning opportunities include a range of adult led and child initiated activities. These activities aim to reflect the different learning styles of effective learners. Staff members support children in their active learning, critical thinking processes and creativity.

Staff carry out observations to record significant milestones in different contexts, both adult led and child initiated, these can be both planned and spontaneous observations. Observations are key to evaluation and planning the next step for each child. Electronic observations using 'Tapestry' record the progress of each Nursery and Reception child. At the beginning of the Autumn term Reception class children undertake a Baseline Assessment, their progress through the year is recorded and another assessment is taken at the end of the Reception year to chart progress. At the end of the academic year a full school report is written based on assessments in the Early Learning Goals for both Nursery and Reception Classes. At the end of the Reception Year the EYFS Profile is completed for each child.

Learning and Development

The seven areas of learning and development are equally important and interdependent. The three prime areas that are crucial to the development of lifelong learning and the formation of relationships are:

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

The prime areas are strengthened and applied through four specific areas.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning and Teaching Style

At Ashton House School EYFS setting the aim is to provide a carefully planned curriculum that helps children to work towards the Early Learning Goals. This curriculum encourages children to communicate and talk about their learning, leading to confidence and independence. A range of approaches is used to provide first hand experiences, give clear explanations, and to guide towards the development of play and language. The staff members aim to use their knowledge of the stages of child development effectively through continued observation that informs planning. The importance of partnership with parents is valued so that the children feel secure at school and develop a sense of well being and achievement. In both indoor and outdoor learning a suitable range of resources and equipment is utilised.

Learning Through Play

Play is recognised as the best medium for young children to learn. Active learning involving other people, objects and ideas can engage children for sustained periods. Therefore the EYFS setting aims to make learning as practical as possible. Play is a powerful and flexible motivator, enabling the child to discover and utilise their own individual learning style. It can provide multiple ways for children to learn a variety of different skills and concepts. Play

opportunities are made available so that children can build upon their knowledge, discover their personal interests and make sense of the world around them.

Educational Programmes

The School's educational programmes involve activities and experiences for children which promote development in:

- a. **Communication and Language.** These outcomes cover important aspects of language development and provide the foundation for literacy. The Early Years Policy places a strong emphasis on children's developing confidence and skills in expressing themselves in a range of situations and also their competence in talking and listening and in becoming readers and writers.

- b. **Physical Development.** Physical development is implicit in all areas of the Early Years Programme. Teaching concentrates on developing the children's physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life, and towards healthy choices in food.

- c. **Personal, Social and Emotional Development.** These outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of themselves and of others.

- d. **Literacy.** Children are encouraged to link sounds and letters and to begin to read and write. Children are encouraged to access wide range of written material, to use the library regularly and engage with authors who visit the School.

- e. **Mathematics.** These outcomes cover important aspects of mathematical understanding and provide the foundation for numeracy. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

- f. **Understanding the World.** This area of learning and enquiry focuses on developing the children's knowledge and understanding of their environment, other people and features of the natural and man-made world. It provides a foundation for historical, geographical, scientific and technological learning.

- g. **Expressive arts and design.** This area focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

Training, Support and Skills

Continuing professional development is accessible to all staff members. Additionally EYFS staff attend training offered by the London Borough of Hounslow, this includes Safeguarding Training. EYFS staff hold current Pediatric First Aid Certificates.

Welfare

There is a legal requirement to comply with the Welfare Requirements of the Statutory Framework for Early Years Foundation Stage 2014. These detail the need to:

- Promote the welfare of children,
- Promote good health,

Prevent the spread of infection and take appropriate action when children are ill,
Manage behaviour effectively in a manner appropriate to the children's stage of development, Ensure that only suitable adults have unsupervised access to the children, Ensure that the safeguarding of children is paramount. All mobile devices are switched off and medication is kept in a locked medical cabinet.

Ensure that the premises, furniture and equipment are safe and suitable for purpose, Ensure that every child receives enjoyable and challenging learning and development experiences

Maintain records, policies and procedures to meet the needs of the children and to ensure the safe, efficient management of the setting.

Staff Ratios

At Ashton House School EYFS setting we follow the guidelines set out in the EYFS Statutory Framework that is:

- For classes where the majority of children will reach the age of 5 or older within the school year, (Reception) there must be one member of staff for every 30 children.
- For all other classes (Nursery) there must be at least one member of staff for every 13 children. At least one other member of staff must hold a full and relevant level 3 qualification.
- For children aged three and over in independent schools, where there is no person with QTS, EYT or another full or relevant level 6 qualification, no instructor, or no suitably qualified overseas trained teacher, is working directly with children: there must be at least one member of staff for every 8 children. At least one member of staff must hold a full and relevant level 3 qualification. At least one other member of staff must hold a full and relevant level 2 qualification.

The head of EYFS holds a level 6 qualification (QTS), teaching assistants hold a minimum of level 2 qualifications.

During break and lunchtimes supervisory staff must be adequately qualified
EYFS staff hold pediatric first aid qualifications, other members of the school staff who may be acting in a supervisory role at break or lunchtime hold current first aid certificates.