



Ashton House Preparatory School

Early Years Foundation Stage (EYFS) Policy

Policy Title:	EYFS Policy
Version:	Aug 24
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:	EY Lead
Relevant to:	All staff, volunteers, contractors and service providers.
Date introduced:	December 2016
Next review date:	August 2025
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>

	<p>September 2021: - Policy updated to reflect changes to the EYFS statutory framework, including reference to oral health & face to face paediatric first aid training.</p> <p>Staff ratios as regards to Independent Schools have been clarified.</p> <p>Reviewed GMS and LB October 2022</p> <p>Reviewed GMS Aug 24</p> <p>Reviewed GS Sep 24</p>
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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.

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.

Enabling Environments

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.

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, having good oral health and eating healthy food. We aim to protect the physical and psychological wellbeing 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 those 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, and also the introduction of French lessons in Reception.

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,
- by giving parents access to their child's learning journey via the 'Tapestry' e – profile system.
- involving parental contribution to WOW moments, involving and encouraging parents to contribute to their child's online learning journal
- by holding parents' evenings twice yearly, sending home children's target cards, by including parents in sports day, class assemblies and school assemblies.

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

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 an informal 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 for both Nursery and Reception Classes provides an overview of each child's development and learning across the 7 areas of the Early Years Curriculum. At the end of the Reception Year the children are assessed against the Early Learning Goals, which are also shared in the end of year report.

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:

- **Playing and exploring** – investigating and experiencing things; 'having a go'
- **Active learning** – concentrating and persevering, even if something is a little bit difficult.

Children should enjoy their achievements

- **Creating and thinking critically** – developing their own ideas and making links between them. Children may also develop different ways of doing things.

Personal, social and emotional development helps children to develop a positive sense of themselves and others; forming healthy relationships and develop respect for others. They build on their social skills and learn how to manage their feelings.

Communication and language provides children with opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development encourages children to be active and interactive; and to develop their co-ordination, control and movement. Children are also helped to understand the importance of physical activity, oral health care and to make healthy choices in relation to food.

Literacy encourages and supports children in developing a life-long love of reading by sharing with them a wide range of reading materials including books, poems and other written materials. Children also develop their skills in linking sounds and letters to support them in their early stages of reading and writing.

Mathematics provides children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures.

Understanding the world guides children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive art and design enables children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Training, Support and Skills

Continuing professional development is accessible to all staff members. Additionally, EYFS staff attend specific training offered by the London Borough of Hounslow. Staff receive Safeguarding Training, Online Safety Training and Prevent Training. EYFS staff hold current Paediatric First Aid Certificates *delivered face to face. This may have to go online due to restrictions imposed by the Covid -19 pandemic or similar events.*

Welfare

There is a legal requirement to comply with the Welfare Requirements of the Statutory Framework for Early Years Foundation Stage 2021. These detail the need to:

- Promote the welfare of children
- Promote good health, *including oral 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

- Ensure that all private, personal 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 children aged three and over in independent schools ..., where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, an instructor, or another suitably qualified overseas trained teacher is working directly with the children:

- *At least one member of staff for every thirty children (where the majority of children will reach the age of at least five within the school year) i.e Reception Class*
- *At least one member of staff for every thirteen children (where the majority of children will not reach the age of at least five within the school year) i.e Nursery Class*
- *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 Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:

- *At least one member of staff for every eight children.*
- *At least one member of staff must hold a full and relevant level 3 qualification.*
- *At least half of all other staff members must hold a full and relevant qualification of at least level 2.*

The head of EYFS holds a level 6 qualification (QTS), teaching assistants hold a minimum of level 2 qualifications, some have level 3 qualifications.

During break and lunchtimes supervisory staff must be adequately first aid qualified. EYFS staff hold paediatric first aid qualifications, designated lunch supervisors hold paediatric first aid qualifications, *all paediatric first aid training is delivered face to face. This may have to go online due to restrictions imposed by the Covid -19 pandemic or similar events.*

A comprehensive list of staff hold current first aid certificates as found at
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