



EYFS POLICY

2020

RESPECT

INTEGRITY

CREATIVITY

EXCELLENCE

RESILIENCE

Our Vision

Opening doors to make a difference!

Educational Aims and Objectives

We aim to be outstanding in every aspect, developing our distinctive ethos and pushing the boundaries of excellence.

Our Values

- Respect
- Integrity
- Creativity
- Excellence
- Resilience

Julian's is a school –

- With creativity at its core
- Where outstanding teaching and learning leads to excellent standards
- Where everybody matters
- Where great care is taken to provide a high quality learning environment
- Where we aim to develop responsible citizens of the future
- Where we actively draw on and involve our community

We aim to teach the children to:

- Care and respect for themselves, others and the environment.
- Become confident learners who are resourceful, reflective, resilient and reciprocal
- Become confident leaders
- Become aware of their impact on the environment and empower them to make positive contributions, taking responsibility for their actions.
- Be able to express themselves creatively to dream, explore and discover.
- Do the very best they possibly can

We will:

- Aim to create an exciting learning community
- Offer consistency and fairness, in our values and expectations
- Develop true cooperation between school, home and the community
- Embrace the opportunities modern technologies offer for the benefit of all learners
- Challenge and support all to reach their potential

To realise the vision we will have the following priorities:

- To develop outstanding achievement and attainment for the pupils of our school
- To develop outstanding teaching and learning in our school
- To develop outstanding leadership in our school
- To develop and create an environment with outstanding behaviour and safety for all

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Aims

This policy aims to ensure:

- **That children access a broad and balanced curriculum which 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

Our EYFS provision is based on two sites – one at West Norwood and one at Streatham. We have a 50 place Nursery at our West Norwood site with 25 part time places (15 hours)- either morning or afternoon - admitting children once they have turned three years of age. We have two Reception classes based at our West Norwood site (60 children) and three classes based at our Streatham site (90 children). Both sites have dedicated outdoor provision for the EYFS children.

The EYFS at Julian's Primary

At Julian's Primary School we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances. We aim to provide every child with the skills to become a happy, independent and curious life-long learner. Our priority is that our provision provides a high level of engagement and active learning through a range of skill based activities, real life contexts, child interests and the whole environment both inside and outside

Our team consists of experienced teachers who are skilled in early years teaching. They understand the needs of young children and how best to create an environment to enable a love of learning. Everyone works towards the same goal: to ensure every child achieves to their highest ability through learning through play and enjoyment. The team is led by a Phase Leader who leads, manages and evaluates the delivery of high quality teaching and learning in the Early Years.

The Statutory framework for the Early Years Foundation Stage states four guiding principles which should shape practice in the early years. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children can be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and /or carers

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- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities; (Statutory framework,2017)

The ways in which the child engages with other people and their environment underpin learning and development across all areas. Adults and the considered use of the environment support the child to remain an effective and motivated learner.

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

Our EYFS Curriculum:

- is at the heart of our learning journey approach
- is distinctive, innovative and strategically planned
- is reviewed in the light of national developments, new thinking and research and development
- introduces challenging, engaging and real life problems
- uses high quality, rich texts to engage the children
- strives to encourage and develop a love of learning
- allows learning happen within a child centred approach
- ensures resources and apparatus are available to support learning at every stage of development
- ensures resources and apparatus are available to support learning in every area of the EYFS curriculum
- ensures all areas of learning are regarded with the same level of importance and are interlinked in learning
- includes fundamental British values to teach children a sense of self and belonging;

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- enables the children to learn and stay true to our school values
- ensures that children learn to live together peacefully, with each of them playing a valuable role in the multi-cultural world in which they live

The Enabling Environment

The EYFS areas on both sites are carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support.

Our basic provision is linked to the age related expectations of the cohort. We encourage child initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation and questioning.

Planning

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. Opportunities to develop and enhance the skills of more able children are provided both within the classroom and through the provision of specific projects and activities.

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

We use the development statements in Development Matters (DfE 2012) to identify next steps for each child to deepen, challenge and extend their learning. During planning sessions, discussion takes place to ensure activities allow for Characteristics of effective learning to be demonstrated and embedded.

Planning is based on the Edison Curriculum which the school follows but is also tailored to children's interests. The long term plan states the Learning Journeys followed throughout the year. These are subject to change according to cohort interests.

Activities based on skills may be led by adult facilitators in the classrooms. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding.

Appropriate resources in the Reception environment are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly structured, adult led, child led or child initiated learning.

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Child-initiated activities may be instigated when the child brings something to the setting this might lead to the provision of resources, stories and pictures to support this interest.

A whole class focus is linked to activities within the EYFS setting. These are adapted continuously to meet the needs of the unique child. Attention to children's adaptation of activities is encouraged and creates extended learning opportunities.

Children are encouraged to challenge themselves through self-selecting tasks and activities/challenge cards with carefully structured questions related to the activities. The activities offer opportunities for extended learning and are structured to develop their learning.

Assessment

On-going formative assessment is at the heart of our effective early years practice. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and photographic observations and this involves the teacher and other adults as appropriate.

From September 2016 we have used 2Simple assessment to capture baseline assessments that are carried out in the first few weeks of school. This assessment informs us the cohort's emotional needs, as well as academic attainment at point of entry. This information will be analysed within our EYFS team as well as being shared with SLT.

We ensure our end of EYFS assessments are reliable through:-

- our knowledge of the child gained through observation and interaction
- our environment enables the child to flourish to their full capacity
- our assessments ensure a range of contributors e.g. parents, peripatetic teachers, other relevant adults
- moderation across the EYFS team
- moderation with pre-school, Year 1 teachers, Local Authority Parents/carers are given the opportunity to meet with their child's teacher three times a year in a formal parents meeting and receive a written report on their child's achievements and their Early Learning Goal achievements at the end of Term 6.

More informally we meet with parents throughout the school year as and when necessary to discuss their child particular needs.

Safeguarding and welfare procedures

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

Transition to Julian's Primary School

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date.

At Julian's Primary School we have created good links with our main feeder nurseries and endeavour to build new relationships with pre-school establishments that are new to our school and for children in their care.

To ensure the best possible transition we:-

- value the parent as the first educator of their child
- make contact via phone with every feeder pre-school within our new intake to discuss essential information on every child
- visit as many pre-schools as possible to meet children in a familiar setting
- share important information about our school during new-parents meeting (June)
- use written information sent by pre-schools to inform early planning
- hold a series of 'welcome/taster' sessions for parents and children in July
- share information in a transition meeting with key adults for children with additional needs
- meet with every parent and child before beginning school to share important information from home and school
- stagger entry of whole cohort in September to enable calm, quiet and more individualised start to school

Home Visits

The aim of the home visit is to provide an opportunity for the new child and family to meet the class teacher and Early Years Educator in their own home prior to starting school. The purpose of the visit is to help the child, family and staff to get to know more about each other in the home environment where the child usually feels most relaxed. Our aim is to establish a partnership between parents/carers and staff where both parties share their knowledge and understanding of the child to plan stimulating and challenging learning opportunities as well as planning to meet each child's individual needs.

See Home Visit information document - Appendix 2

Transition to KS1

To ensure the best possible transition:-

- reception teachers plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support
- each child's EYFS Profile/Characteristics of Effective Learning is passed on to the Year 1 teacher
- there is a similar structure to the school day during the Autumn Term when the children move into Year 1
- transition meetings between teachers are held in the summer term
- classes meet their Year 1 teacher towards the end of summer term and visit their new classrooms
- reception children begin to attend whole school assemblies in the summer term
- there are shared playtimes with the current year 1 classes in the summer term
- the 'Read Write Inc' approach to phonics and spelling is continued throughout Year 1
- **See supporting Transition into Nursery & Reception document – Appendix 2**

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Working in partnership

We place highly the benefits of working in partnership have a huge impact on the effectiveness of our EYFS setting.

We value our partnerships and endeavour to actively maintain these by sharing information, ideas, expertise and our knowledge within our team and with parents, carers, colleagues and other professionals.

Within our role of enabling partnerships we:-

- meet weekly with EYFS team to discuss assessments, planning, individual children, research
- hold regular parent workshops on relevant areas of their children's development e.g. maths, reading, phonics
- moderate work with other schools within the SLSP, the LA and Year 1

Home Learning

Home learning is set weekly and consists of:

- weekly phonics to practise at home
- Key words for reading at home
- Two reading books per week for reading with parents/carers

Teachers also set fun, open-ended projects around the creative curriculum for the longer holidays.

The Reception Team

Our Reception team consists of a team of experienced teachers and Early Years Educators who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning.

Our aim is that it is hard to distinguish between teacher and EYE in our setting. Everyone works towards the same goal: to ensure every child achieves to their highest ability through learning through play and enjoyment.

Alison Moller

2020

Appendix 1

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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

Appendix 2

Procedure or advice for transition	Where can it be found?
Home Visit information	See Home Visit Pack
Supporting your child with transition into Nursery & Reception	See Home Visit Pack