



Kent County Council
Children, Families and Education Directorate

EARLY YEARS FOUNDATION STAGE POLICY
STATEMENT

OF

DOWNS VIEW INFANT SCHOOL

Responsible People named in this Policy

Head Teacher

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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Downs View Infant School, children join the Reception class in the year that they turn five. In partnership with parents and carers we ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning through giving children the range of skills and experiences that provide the right foundation for good progress through school and in life.

The EYFS is based upon these principles:

1. A unique child – developing resilient, capable, confident and self-assured individuals.
2. Positive relationships – supporting the children in becoming strong and independent.
3. Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
4. Learning and developing – An acknowledgement that children learn in different ways and at different rates by understanding the characteristics of learning i.e. active learning, playing and exploring, creating and thinking critically

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. 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 praise and encouragement, as well as celebration times and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEND)

All children and their families are valued at Downs View Infant School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child.

Concerns are always discussed with parents/carers at an early stage. (Please see SEND policy and the school information report).

We meet the needs of all our children through:

1. planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
2. using a wide range of teaching strategies based on children’s learning needs;

3. providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
4. providing a safe and supportive learning environment in which the contribution of all children is valued;
5. using resources which reflect diversity and are free from discrimination and stereotyping;
6. planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
7. Making lessons and activities fun, interactive and evoke awe and wonder.
8. Monitoring children's progress and taking action to provide support as necessary.

In order to accommodate the individual's particular learning style, lessons are planned in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Welfare

It is important to us that all children in the 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 this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

At Downs View Infant School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

1. Promote the welfare and safeguarding of children.
2. Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
2. Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs following school behaviour policy.
3. Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
4. Ensure that the premises, furniture and equipment is safe and suitable for purpose
5. Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

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

Positive Relationships

At Downs View Infant School we recognise that children learn to be strong in independence from having secure relationships in place. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

1. talking to parents about their child before their child starts in our school;
2. Support children through the transition from pre-school to Reception with the children attending Watch Me Grow, Stay and Play sessions prior to starting school and then mornings or afternoons for the first week. Then attending morning school and staying for lunch in week two. This is also to support staff and parents in getting to know each other as well as the children.
3. Inviting parents in to participate with everyday activities i.e. lunch
4. Inviting all parents to regular workshops during the Reception year in order to detail how we aim to work with their child particularly in relation to Communication and Language, Physical Development, Phonics, Literacy and Maths.
5. Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher and teaching assistant. Parents also receive an interim report and a full report about their child's attainment and progress.
6. Arranging a range of activities throughout the year that encourage collaboration between child, school and parents.
7. Setting homework activities where the parents can work with their children at home with activities that will support the topic and their child's learning
8. Providing parents an opportunity to celebrate their child's learning and development by coming into school to share their work and other opportunities throughout the year.

Enabling Environments

We aim to create an attractive and stimulating learning environment following on from the guidance received from Early Excellence where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision, allowing imagination to grow. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of

the children to ensure we follow their current interests and experiences. These observations are recorded in the children's diary. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development.

The specific areas are:

4. Literacy
5. Mathematics
6. Understanding of the world and
7. Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed.

On entry to school all children will have a Baseline Assessment. During this Baseline assessment the children's levels of well-being and involvement are assessed alongside levels for Personal Social and Emotional Development Communication Language and Literacy, Reading, Writing, Number and Space Shape and Measure. All assessments are undertaken through observation. This Baseline assessment will inform future differentiated planning for each child and help to monitor individual progress.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Downs View we support children in using the three characteristics of effective teaching and learning. These are;

1. **playing and exploring** - children investigate and experience things, and 'have a go';

2. **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Downs View Infant School there are clear procedures for assessing risk (see health and safety policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework, at Downs View Infant School we undertake;

1. A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At Downs View Infant School a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day."

(Statutory framework for EYFS 2012)

2. Fresh drinking water is available at all times
3. Every child will be offered fruit during break time and they have the opportunity to have free milk until they are 5. Once turning 5 there is the opportunity for parents to continue with the scheme.
4. A first aid box is accessible at all times in each class and a record of accidents and injuries are kept.

Transition

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

1. Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
2. The children are invited to two separate visits to their Reception class.
There is an additional visit 'Grown Up's and Me' Where the children and their parents can take part in a range of activities and get to know the school and its staff.
3. Members of staff from Downs View Infant School make visits to feeder settings
4. Three half a day per week Watch Me Grow sessions run for four weeks. To enable the children and their parents to get to know the environment, adults and other children that will be starting school with them in the September. To also inform staff within the school of individual needs so that these can be taken into consideration and put in place before each child starts school.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report and a meeting takes place between teachers to talk through the child's skills and abilities in relation to the three key characteristics of effective learning. The pupils get opportunities to meet their Year 1 teacher and their new classroom throughout the Summer Term so that relationships can be formed. Constructive dialogue occurs between Reception and Year 1 teachers about each child's stage of development and learning needs. This then assists with the planning of activities in Year 1.

This policy has been written in conjunction with the following policies:

1. Single Equality scheme
2. Child protection policy
3. Health and safety policy

4. Behaviour policy
5. Teaching and Learning policy