

# ASHGATE CROFT SCHOOL

## EYFS POLICY



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## **SECTION 1**

### **RATIONALE**

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

This policy is designed to define the EYFS curriculum for all our EYFS pupils and to clarify practices and responsibilities. The document embraces our philosophy and aims as well as describing our very specialised approach and how teaching programmes are planned and carried out to meet the individual needs of every child within the school

## **SECTION 2**

### **PUPIL AIMS**

- For every child to be a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured; (article 29)
- For children to learn to be strong and independent through **positive relationships**;
- For children to 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; (article 29) and
- **For children to develop and learn in different ways and at different rates.**

## **SECTION 3**

### **OBJECTIVES**

The EYFS at Ashgate Croft School seeks to provide

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly; (articles 13, 29, 31)
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported. (articles 13, 23)

## **SECTION 4**

### **LEARNING AND DEVELOPMENT REQUIREMENTS**

- There are seven areas of learning and development that shape the curriculum. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:
  - **Communication and language** development involves giving children opportunities to experience a rich language/communication environment; to develop their confidence and skills in expressing themselves; and to communicate in a range of situations. (article 13,)
  - **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children

- must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. (articles 23, 29)
- There are also four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:
    - **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
    - **Mathematics** involves providing 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** involves guiding 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. (article 23)
    - **Expressive arts and design** involves enabling 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 (article 29)
  - At Ashgate Croft pupils in the EYFS are often in mixed-aged classes (within KS1+2). These areas will be taught and planned for alongside the Primary Curriculum (stand-alone lessons and through topics). For some pupils there will need to be a stronger focus on the three prime areas (see assessment).
  - Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Staff must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As pupils develop, it is expected that the balance will gradually shift towards more activities led by adults.
  - Teachers must ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions)
    - Pupils who require a stronger focus on the PRIME areas should access the outdoor classroom at least once a day. All EYFS pupils should access the outdoor classroom as a cohort on a Friday afternoon.
    - Most pupils have access to the outside playgrounds 3 times a day (1 hour in total). Pupils with PMLD have planned access to the outside either at playtimes or at other times throughout the day.
  - In planning and guiding children's activities, teachers must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:
    - **playing and exploring** - children investigate and experience things, and 'have a go';
    - **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
    - **creating and thinking critically** - children have and develop their own way of thinking.

## **SECTION 5**

### **RESPONSIBILITIES**

- Class teachers:
  - Individual teachers plan their sessions and ensure that the lessons reflect the coverage of EYFS.
  - Class teachers are the 'key person' for pupils in their class.
- Subject Leaders:
  - Subject Leaders will monitor the Medium Term Plans and the progression over a number of Short Term Plans. The Subject Leaders are also responsible for ensuring that their subjects are planned for appropriately within each Long Term Plan and rolling programme (see Subject Leader Policy).
- Assistant Head for Primary:
  - The Assistant Head of Primary Department oversees the EYFS curriculum.

## **SECTION 6**

### **PARENTAL INVOLVEMENT**

The class teacher will undertake a pre-start home visit in the summer terms.

Parents/Carers are invited to a pre-start meeting (as are all new starters regardless of age)

"All About Me" booklets are sent home to new starters.

Parents/Carers of pupils in the EYFS stage will be provided with a leaflet in September with information on:

- how the EYFS is delivered
- the range and type of activities provided
- the daily routine
- snacks and drinks provided
- details of policies and procedures
- staffing in the class

Parents/Carers are invited to 'Parents' evening' yearly, the focus of which is on reviewing and setting personal skills (PS) targets. Parents/Carers are invited to attend the annual review of statement and also receive an annual school report.

## **SECTION 7**

### **ASSESSMENT**

The subject leader is currently meeting with other SEN settings to evaluate the EYFS assessment tool and how progress is monitored so that there is some consistency across the county. This policy will be reviewed once this is complete.

- Each child's progress should be assessed against the 17 EYFS Early Learning Goals (using the Derbyshire Small Steps assessment tool) each half term and alongside MSI 3 times yearly (if appropriate). Goals achieved should be highlighted and transferred onto the tracking document.

*Please note:*

- Where there are scale points that children cannot attain because of their SEN, for example in physical development, these should be coded as *not applicable*
- Where any statement contains the word 'talks' pupils can use their established preferred method of communication.

- Baseline assessment against the EYFS Early Learning Goals and MSI (if applicable) should be taken within 4 weeks of a child starting at Ashgate Croft School. This data will be used to set end of year targets and to determine if a child requires a stronger focus on the PRIME areas (see learning and development). Following the base-line assessment the class teacher will meet with parents/carers to share this information and future targets.
- The EYFS Profile should be completed in the summer term of the academic year in which the child reaches age 5. Teachers should record each child's level of development against the 17 ELGs as emerging (1), expected (2) or exceeding (3) and provide a short explanatory note.
- Teachers should complete the profile with a brief commentary on the child's skills and abilities in relation to the three key characteristics of effective learning (playing and exploring, active learning and creating and thinking critically).
- Annual reports are written against the seven areas of learning and include a photo.

## **SECTION 8**

### **WELFARE**

Please refer to current policies for:

ANTI-BULLYING POLICY

CHILD-PROTECTION AND SAFEGUARDING POLICY

HEALTH AND SAFETY

## **SECTION 9**

### **MONITORING AND EVALUATION**

This policy should be monitored and reviewed by the Head of Primary Department. It should be monitored in terms of:

*Do we meet our stated aims and objectives?*

*Is the Curriculum up-to-date and in line with National Initiatives?*

*Is the Policy reflective of what happens in school?*

*-LTP, MTP and STP*

*-teacher observations*

*-assessments*

The policy should then be reviewed every 3 years by the Curriculum and Progress Committee of the Governing Body.

### **Children's Rights**

Listed below are the key rights that are considered when planning for the education of EYFS pupils at Ashgate Croft School, taken from the United Nations Convention on the Rights of the Child. Links to text are marked in yellow.

Article 1 - Everyone under the age of 18 has all the rights in the Convention.

Article 2 - The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 3 - The best interests of the child must be a top priority in all things that affect children.

Article 12 - Children have the right to say what they think

Article 13 – Children have the right to freedom and expression

Article 14 – All children have the right to think and believe what they want and to practise their religion as long as they are not stopping others from enjoying their rights

Article 23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 28 - Every child has the right to an education. Primary education must be free.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

#### References

UN convention of the rights of the child - [unicef.org.uk/crc/op](http://unicef.org.uk/crc/op)