

LVS ASCOT

EYFS Policy

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This policy outlines the teaching, organisation and management of EYFS at LVS Junior School. At LVS Ascot we recognise that a young child's potential should not be underestimated and should be nurtured in an appropriate learning environment with knowledgeable adults who challenge them in a supportive manner. We consider the child as a whole: their social, emotional, moral, physical, intellectual and cultural development is interrelated. Every child is individual and as a result displays a range of characteristics and their natures vary greatly. They may be creative or destructive, quarrelsome or co-operative, sociable or solitary. They can be vulnerable, energetic, talkative, wilful, clever, inquisitive – the list is endless. In aiming to understand each child we can provide for their needs.

Aims and Objectives:

We aim to:

- Secure a broad and balanced curriculum that fosters the intellectual, emotional, physical, spiritual, moral, social and cultural development of children.
- Ensure that all children have access to the curriculum and make progress commensurate with their developing abilities, irrespective of their gender, ethnic, social or religious background or special educational needs.
- Enable children to learn and develop skills, attitudes and understanding that prepare them for continuing education.
- Enable children to make an effective transition from home to school.
- Value each child as an individual and teaching and learning is based on the understanding that children develop at different rates.
- Create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience.
- Foster a place where children feel secure and confident, and are challenged to develop their independence.
- Develop caring, respectful, professional relationships with the children and their families.
- Ensure that we fully implement the EYFS Framework and adhere to all safeguarding legislation and guidance.

EYFS Curriculum:

Our curriculum follows the Early Learning Goals and areas of learning set out in the “Early Years Foundation Stage Profile Handbook March 2017”

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At LVS we believe that each area of learning is equally important and depend upon each other to help produce a round approach to child development.

The seven areas of learning are as follows:

<u>Personal, social and emotional development</u>	This area of learning is about emotional wellbeing, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition towards learning. PSE feeds into all subjects of the curriculum
<u>Communication and language</u>	This area allows children to experience an environment rich in language. They are able to gain confidence in expressing themselves and are equipped with the skills that will enable them to speak and listen in a range of situations.
<u>Literacy</u>	This area of learning encourages children to link letters and sounds together in order to help them begin to read and write. Children are given a wide range of reading materials to help ignite their interests.
<u>Mathematics</u>	This area includes number recognition, calculating and shape, space and measures.
<u>Understanding the world</u>	In this area of learning children are developing the crucial knowledge, skills and understanding that helps them to make sense of the world. It forms the foundation for later work in science, design and technology, history, geography and ICT
<u>Physical development</u>	This area of learning includes large and small scale physical activity, which develops an awareness and increased control of the children's own bodies, keeping safe and being healthy.
<u>Expressive arts and design</u>	This area provides the children with the chance to express their creativity through a

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variety of art, music, movement, dance, imaginative and role-play activities.

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

Our planning shows how the principles of EYFS will be put into practice and is always informed by observations we have made of the children in order to understand and consider their current interests. We plan for each area of learning to be taught through a mix of adult-led and child-initiated activities. It is acknowledged through good teaching practice in the Early Years that children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other. The staff in the early years are encouraged to share good practice by visiting other settings for planning and moderation. Staff are encouraged to develop their Early Years skills by attending courses which develop their good practice.

The three stages of planning the EYFS curriculum are:

- Long Term Planning:

These are termly plans which set out the basic themes and topic areas to be explored. They help ensure that all areas of the learning goals are being covered.

- Medium Term Planning:

These are weekly plans in which the themes and topics are addressed in more detail and activities/experiences for each area of learning are specifically identified.

- Short Term Planning:

This is daily planning which identifies specific learning objects, which will be taught through teacher directed tasks, child initiated activities and continuous play provision. These plans allow for flexibility, revision and modification, informed by on-going observational assessment.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually

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shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

LVS Learning Values and Skills are referenced throughout the Early Years Curriculum. These form a part of the pupils' overall approach as they access EYFS curriculum. Learning Values are referenced in planning. The teachers use puppets to discuss and remember the qualities of the following Learning Values.

- Independence and initiative is used through playing and exploring within the Early Years Curriculum, an example of this can be when a child selects resources to complete a task that they have chosen.
- Self Confidence and collaboration are used when a group of children work as a team to complete a task and when the children take part in assemblies and the nativity.
- Curiosity and Creativity are used in the Early Years through encouraging children to ask questions and make discoveries or a use of different media.
- Empathy and reflection are enforced through our PSHCE curriculum and the use of Fairy Story themes e.g. Goldilocks writes a sorry letter to the three bears. Children are encouraged to take the time to think about how their actions affect others and time to be quiet and think about their day.
- Risk Taking and Resilience are enhanced through the numerous physical activities that the Early Years children develop such as Forest School, swimming, playing on the outdoor equipment and trying new foods. Pupils are encouraged to persevere when facing a challenge to develop resilience and a Growth Mindset approach.

Working with Parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress checks in school and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. At LVS Ascot Infant and Junior School the key person is the EYFS teacher. Parents are invited into school for three parent consultation evenings a year and receive a full written report at the end of each academic term.

ICT

ICT is used regularly in the Early Years department. The classroom in Reception has an Interactive Whiteboard. Computers are used by the pupils and Ipads are used flexibly as part of the day to enhance the Early Years curriculum. Early Years children have the opportunity to use a range of resources including computers, digital cameras, CD players, calculators, and programmable toys. Weekly lessons are delivered by the class teacher in the school ICT Suite.

Outdoor Learning

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The outdoor environment is utilised in all areas of the Early Years Curriculum development. The Reception classroom has an additional outdoor space to allow free flow for the children. There are extensive grounds in school where the children can explore and learn to take risks in a controlled environment. All pupils in the EYFS has the opportunity to take part in Forest School activities under the leadership of a Level 3 qualified Forest School Leader. These activities take place weekly on site in our dedicated Forest School area. Through these activities the children will participate in activities to enhance their learning and excitement in all areas of the curriculum and support them in developing social confidence. Reception experiences several trips throughout the year including visits to The Look Out Centre, a Farm visit and the local Pizza Express.

Staffing

Early Years Practitioners and teaching assistants in the Early Years classrooms are an essential part of the learning process, taking an active part in the planning and preparation of work, responsibility for activities and, under the direction of the class teacher, involvement in observation and assessments. In the Reception classroom there is 1 full time teacher and 1 Teaching Assistant who is qualified to Level 3. All staff are given the chance to reflect on their work with children and families in a supportive way with their line manager. This is in addition to regular appraisals and staff training and is intended to discuss issues and identify solutions as well as developing their personal effectiveness.

Assessment:

- At the start of the year, all children joining Reception will be assessed in order to inform a baseline judgement, this is done using the GL assessment suite.
- During the year, regular assessments are made of children's learning and this information is used to ensure that future planning reflects identified needs.
- Observations are recorded using 2 Build a Profile which is an online tool. Parents are invited to make comments on their child's learning journey at regular intervals.
- Assessment in EYFS takes the form of observation, discussion as well as photographed evidence. These are then recorded individually for each child.
- At the end of the year, the completed EYFS profile will provide a judgement of achievements for all children and this information is shared with parents, Year 1 Teachers and, upon request, the LA.
- The Foundation Stage Profile is an ongoing record of assessment based on observations of each child. It represents the Seven Areas of Learning in the Foundation Stage Curriculum split down into seventeen specific development areas. Within each of the seven areas, the child can be assessed at an Emerging, Expected or Exceeding level.
- The ongoing observations, entered termly into each child's profile will enable staff to track progress. The Profile, finalised in the summer term of Reception will summarise each child's development at that point whether it is Expected, Emerging or Exceeding.

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- Marking is done on an ongoing basis through oral feedback given to the children as they finish a piece of work. On certain pieces of work, a written comment is made, this relates to the oral feedback that has already been given to the child.

Children with special educational needs:

Early Years children may have been identified as having Special Educational needs prior to starting school. In such cases the appropriate agencies should contact the school to discuss the provision and support the child could need. When children have started school Special Educational Needs could be identified through ongoing assessment and entries into the Foundation Stage Profile, teacher or parent observation, or by outside agencies. If a child's progress in a prime area of learning is of a particular concern to staff during their Reception year this will be discussed by the Class teacher, SENCO, parents and outside agencies if appropriate. Where necessary, we aim to help families access relevant and local support services to help aid their child's development. Depending on the difficulties the child is experiencing an Individual Educational Programme will be written to support the child, in line with the requirements of the Code of Practice. The concern will be entered in the Special Needs Register and progress carefully monitored. Parents will be fully informed at all times and encouraged to support the programme. Outside agencies will be involved if appropriate. We recognise the fact that there are children of different abilities in EYFS and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We aim to achieve this by:

- Setting common tasks that are open-ended and can have a variety of responses.
- Setting tasks that are differentiated to meet the children's different ability levels.
- Providing resources of different complexity according to the ability of the child.
- Using Teaching Assistants, where appropriate, to support the work of individual children or groups of children.

Children who are Highly Able:

We recognise the fact that there are children of different abilities in EYFS and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Children in the Early Years are monitored and assessed for signs of being highly able. If a pupil shows potential in any aspect of the Early Years Curriculum, advice is taken from the highly able co-ordinator and appropriate guidance is given. Often the pupils name will be added to the highly able list and this is monitored regularly. Pupils listed on the highly able list will be subject to an Individual Learning Plan which specifically identifies targets relevant to their needs and talents.

We aim to achieve this by:

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- Setting tasks that are open-ended and can have a variety of responses.
- Setting tasks that are differentiated to challenge the highly able children.
- Providing resources of different complexity according to the ability of the child.
- Using Teaching Assistants, where appropriate, to challenge and extend the work of individual children or groups of children.

Children with EAL:

The School takes reasonable steps to provide opportunities for children to develop and use their home language in play and learning, to support their language development at home and to ensure that they also have sufficient opportunities to learn and reach a good standard in English language. The following resources are used:

- Dual language books
- Picture books
- CD's
- Google Translate
- Resources provided by Parents
- Parental visits and support
- EAL department

Through planned activities, children are able to share similarities and differences through celebration of their own language and culture. We are committed to making appropriate provision for the teaching, learning and the overall well-being/pastoral care of pupils for whom English is an additional language.

We aim to achieve this by:

- Ensuring all members of staff are informed of a pupil registered on the EAL support list.
- Recognising the importance of the role of parents and the need to communicate with parents in their first language where appropriate and possible
- Valuing the first language by providing a range of notices, posters, labels and dual language texts in the first language where appropriate
- Providing appropriate cultural resources where possible celebrating language and cultural differences
- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Differentiating in the planning of lessons
- Providing additional learning support for EAL outside of normal lesson times where appropriate

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- If a child does not have a strong grasp of the English language, then they are assessed in 5 of the 7 areas of learning in their home language. All children's communication, language and literacy skills must be assessed in English.

Transitions:

Nursery to Reception:

- The EYFS teacher meets with nursery staff, where possible, to discuss new intake children.
- Parents and children are invited to stay and play sessions prior to their joining in September.
- Pupils are invited to three transition visits in the term preceding the September start, these allow children to familiarise themselves with their teachers and learning environments.
- Parents receive an introductory pack to welcome them and their child to our school.
- Parents will also be invited to a meet the teacher session within the first few weeks of school starting in September, which will cover more on the curriculum and daily routines within the Reception classroom.

Reception to Key Stage One:

- In the final term of Reception, the Year 1 teacher will meet with the EYFS staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. During this meeting, the Year 1 teacher will be given a copy of each child's learning profile.
- This discussion and information helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.
- During the Summer Term, the Reception children will interact in activities with the Year one children and staff on two occasions. These will be cross curricular learning activities such as a Pirate day or Jungle day. The Reception and Year one children, will also link up to go on at least one trip during the Summer Term to build up enhanced links between the two year groups and curriculums.
- Parents will also be invited to a meet the teacher session within the first few weeks of school starting in September, which will cover more on the curriculum and daily routines within the Year 1 classroom.

Safeguarding:

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LVS Ascot has a separate safeguarding policy which incorporates and applies to the EYFS. This policy includes and recognises the need for staff in the EYFS to prevent people from being drawn into terrorism and to have due regard for the Prevent duty guidance. Staff within the EYFS have undertaken comprehensive and regular safeguarding training including FGM and the contents of 'Keeping Children Safe in Education 2018' as well as 'Working Together to Safeguard Children 2018' documents. The policy sets out the procedures and actions to be taken when there are safeguarding concerns about a child and in the event of an allegation being made by a member of staff. All staff are required to sign the staff code of conduct and are provided with training during induction in the school behaviour policy.

Children in the EYFS are made aware – in an age appropriate way – of who they can talk to if they are worried or concerned, a poster reminding them of these people, including photographs, is displayed in the EYFS setting. The PHSE curriculum includes age appropriate SRE education and units which enable staff to teach the children about keeping themselves safe both physically and online.

The Infant and Junior School also has an Intimate Care policy which gives staff guidance on the care and treatment of pupils requiring assistance with toileting.

All pupils are assigned a key worker during their time in the EYFS. The key worker for Reception children is the class teacher.

The designated safeguarding lead for the EYFS at LVS Ascot is the Headteacher of the Infant and Junior School Mrs Rachael Cox, the child protection officer is Mrs Laura Rawlinson.

Mobile Phones:

Mobile phones should not be used within the EYFS setting for the protection of both staff and pupils. Any photographs or footage of pupils taken for the purpose of observation and assessment must be done on school owned devices. The EYFS have ipads available for this purpose. Under no circumstances must staff use their personal devices to capture images of children. During the school day, all staff owned devices must be securely stored away.

Medicines and First Aid:

LVS Ascot has separate medical policies under the supervision of the school health and wellbeing centre which also apply to the EYFS. No prescription medication must be administered to pupils unless prescribed by a doctor/dentist/nurse or pharmacist. Written consent from the parent or guardian must be obtained before medication is administered. Any pupil requiring medication is sent to the Health and Wellbeing centre where qualified nurses will administer the medication in line with parental instructions or permissions. Parents must be informed as soon as possible that medicine has been administered.

As part of the admissions process parents are required to fill in a medical form which is returned to the Health and Wellbeing Centre. Relevant information is passed to the Infant and Junior School staff as necessary. Information is stored on the school management information system which ensures accurate medical records and information can be accessed

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prior to trips off site. Parents are responsible for keeping the Health and Wellbeing Centre Lead Nurse informed of any changes in the medical needs or requirements of their children. The Lead Nurse is then responsible for disseminating relevant information to the EYFS staff.

Staff in the EYFS have been trained to administer epipens by an accredited trainer.

Staff medication must be stored securely away from pupils. Staff have a duty to ensure that any medication they take whether on prescription or over the counter does not impede their ability to care for children.

Both members of staff in the EYFS hold the PFA Certificate in addition to the headteacher and the extended day manager. All staff have been trained St John Ambulance accredited first aid trainers and records of all training are held by the LTC Charity HR department. The LTC Charity HR department are responsible for alerting the Headteacher of the expiry dates for PFA training and arranging refresher courses. First aid boxes are available in the EYFS classroom and the KS1 shared area. All staff on playground duty carry a first aid bag with them.

Parents are notified of any injuries or first aid administered as soon as practically possible. Where necessary accident forms are completed and a copy sent home to parents. Any child who has a head injury receives a head bump letter which is sent home the same evening. There is a first aid sticker which is completed by staff for any EYFS pupil who requires first aid treatment, and this is returned to parents in pupil planners that evening.

Partnership with Parents:

We recognise the value of:

- involving parents in the partnership process at the very earliest stages to enable parents and staff to move forward in an atmosphere of mutual trust, respect and confidence.
- an informal induction meeting where issues of everyday routines are explained to parents

Starting School

We ensure children feel secure and confident when they start life at LVS Ascot by:

- deferring the need for children to take part in large unfamiliar gatherings
- arranging the room into small areas to overcome the difficulty of size
- helping parents understand the need for the children to improve self-help skills
- accommodating individual circumstances
- putting out familiar toys and equipment to make them feel more at ease.

When the children have started school, we encourage partnership by:

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- regular written communication of letters and newsletters
- teacher / parent consultations
- being available for parents to discuss issues of concern.

Behaviour Management:

LVS Ascot Infant and Junior School has a Behaviour Management Policy, which applies to the EYFS. The emphasis is always on positive reinforcement and praise however there are times when sanctions are necessary and the school behaviour policy is applied. No form of corporal punishment is ever used or threatened. Physical intervention may be used to prevent injury, this must be recorded and reported to parents on the same day or as soon as reasonably practicable.

Equal Opportunities

LVS Ascot has an Equality of Opportunity Policy which applies to all pupils including the EYFS. Early Years children will be given equal access to the planned Early Years curriculum and will not be discriminated against for any reasons. Special requirements will be discussed with parents as appropriate.

Complaints

LVS Ascot has a complaints policy which applies school wide including the EYFS. This policy is available to parents on the school portal known as The Gateway. The complaints policy explains the procedure for raising concerns and makes parents aware of how to contact OFSTED should they feel that we are not meeting the EYFS requirements. Complaints in the EYFS sits as a standing agenda item in all meetings with the EYFS trustee. All complaints are recorded along with their outcome and responded to within 28 days.

Monitoring and Evaluation:

The Head Teacher, EYFS and KS1 Co-ordinator, EYFS Teacher and Subject Co-ordinators carry out monitoring of EYFS through observation and discussion as part of the whole school monitoring schedule.

Reviewed **10.9.18**

Reviewed by **C Cunniffe/R.Cox/C Lawes**

Review due no later than: **10.09.19**

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Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Safeguarding and Child Protection Policy Intimate and Personal care Policy
Procedure for responding to illness	Medical Centre Handbook Intimate and Personal care Policy
Administering medicines policy	Administration of Medicines Policy
Emergency evacuation procedure	Fire Procedures Policy, Evacuation and Lockdown Policy
Procedure for checking the identity of visitors	Safeguarding and Child Protection and policy
Procedures for a parent failing to collect a child and for missing children	Late Collection Policy and Missing Child policies
Procedure for dealing with concerns and complaints	Complaints policy