

EYFS Policy

Responsibility for review: Principal

Date of next review: September 2020



Principles

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to 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.
- Children develop and learn in different ways and at different rates.

Aims

At Dixons, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and others to meet their needs and help every child reach their full potential.

Practice

As part of our practice we:

- provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- promote equality of opportunity and early intervention for those children who require additional support
- work in partnership with parents
- plan challenging learning experiences, based on the individual child, informed by observation and assessment
- provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- provide a secure and safe learning environment indoors and out

Foundation Stage curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning. All the seven 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 are the **prime** areas:

- Communication and language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported in the four **specific** areas through which the three **prime** areas are strengthened and applied.

The **specific** areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Planning and teaching

Children have whole group and small group sessions which increase in time as they progress through Reception. There are daily phonics and maths sessions using 'Read Write Inc.' and 'Mathematics Mastery'.

The curriculum is delivered using a play-based approach as outlined by the EYFS, 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities' (EYFS 2016).

We plan a balanced curriculum that gives children the opportunity to engage in their own child-initiated activities and those that are planned by the adults. During children's play, Early Years practitioners interact to stretch and challenge children further.

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



The learning environment

The EYFS classroom, both indoors and outdoors, is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or learn more quietly. The classroom covers all learning areas and children are able to find and locate equipment and resources independently. The EYFS class has its own large enclosed outdoor area. We truly value the benefits of outdoor play and provide waterproof suits so that children can learn outside whatever the weather. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Observation and assessment

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We use Early Essence software to record short observations and photos electronically. All members of staff are encouraged to contribute towards observations and assessment. Significant observations of children's achievements are collated in their own personal learning journey which are shared with parents at parents' evening.

Parents have a parent feedback meeting each cycle which outlines their child's progress and attainment. Moderation meetings between Reception staff and senior leaders are held each cycle to ensure data is reliable.

Within the final term of Reception, we provide parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. Parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of children in our care in numerous ways, including the provision of nutritious food and daily teeth cleaning following the 'Brush Bus' programme.

A staff ratio of 1:6 ensures that children are kept safe during any trips or visits.

Please see our separate policies and procedures on Health and Safety, Educational Visits and Safeguarding and Child Protection for further information.

Inclusion

We value all our children as individuals at Dixons Trinity Chapeltown, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give children the support that they need and, in doing so, work closely with parents and outside agencies. For more information, see our separate policy on Individual Needs.

Parents as partners

We strive to create and maintain a partnership with parents and carers as we recognise that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways:

- Stay and Play sessions are held every term so that parents can see how their child learns.
- All children are given a 'proud book' where parents can record achievements at home.
- Parent workshops to support parents with their child's learning.

Transitions

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

