



WEST TYNE FEDERATION OF SCHOOLS



Early Years Foundation Stage (EYFS) Policy

Aims

At Henshaw and Greenhead Schools we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”

Development Matters Sept 2020

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

Curriculum

Our Reception classes follow the curriculum as outlined in the [Statutory Framework for the Early Years Foundation Stage](#). The EYFS is based on seven key features of effective practice as set out in [Development Matters 2020](#)

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies

- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

Areas of Learning:

The EYFS is made up of three **prime areas** of learning:

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

There are four specific areas of learning:

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

All seven areas of learning and development are important and interconnected.

At Henshaw and Greenhead schools children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and are active. We provide a well –balanced, progressive curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator.

Assessment, Recording and Reporting

- Assessments are made in line with the EYFS
- All children will complete the statutory '[Reception baseline assessment](#)' within the first 6 weeks of starting Reception
- Daily practice includes observations of children's development and progress
- Discussions are held with all adults in EYFS about individual children's development and next steps

- Significant observations of children's' achievements are recorded in their learning journals ([Tapestry](#) online learning journal) which are shared with parents
- We offer two parent/carer consultations throughout the year when we discuss children's progress and parents/carers are able to look at the child's achievements and books in school
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning
- An end of year written report is provided to all parents/carers on their child's development against the seven areas of learning
- Parents/carers receive their child's full Tapestry learning journal which documents their achievements throughout the Reception year

Transitions

At Henshaw and Greenhead Schools we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible. Both schools work closely with their on-site Nurseries. We plan shared sessions throughout the year so children are familiar with Reception environments and staff. Towards the end of the academic year children from Nursery enjoy a full Transition day in Reception. We also invite parents/carers into school for an informal information meeting and chat where they meet Reception staff and can ask questions and share information about their child. Prior to children attending Reception, staff carry out transition meetings with Nursery staff to share information about children's development and progress. Children's records of development (Northumberland Passport) are passed forward to Reception staff for continued completion.

Those children coming from different settings to our on-site Nurseries are visited, where possible, by our Reception teachers and their progress and development shared by their Nursery key worker. All children starting in Reception have a booklet to complete during the summer break and parents are given a 'School Readiness' booklet.

In the summer term all our Reception children visit their new Year 1 teachers for a full Transition day and also for shorter 'story time/getting to know each other' sessions. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well - rounded picture of the children prior to starting the new school year.

Health and Safety and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the Federation's safeguarding policy. We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal. We cater for those children who have special dietary requirements and have robust systems in place ensuring

that all children receive the correct meal. Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly.

Home and School Links

We believe that parents/carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our settings. Working in partnership has a very positive impact on a child's development.

We develop this working relationship between the school and parents/carers as follows:

- We outline the school's expectations in a Home-School Learning Contract.
- We hold a parent/teacher consultation early in the year to establish how a child is settling in to the school environment.
- We use Tapestry online learning journal which is accessible to both parents and staff to enter observations of what a child knows/can do and to provide next steps in learning.
- We operate an "open door" policy that will allow parents/carers to discuss concerns and developments in an informal manner. Conversely, if we have concerns about the progress of a child, they will contact parents/carers to discuss them.
- We conduct 'workshops' for parents/carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We provide regular opportunities for parents/carers to come and visit our school for events, sharing of work etc.
- We publish information about planning, homework and children's learning experiences on different media – weekly newsletters, Tapestry online learning journal and our school websites (subject to parental permissions).