

## **1. Aims**

In the EYFS we aim to:

- Create a happy and safe environment in which children thrive and love to learn and explore.
- Provide a diverse and engaging curriculum, led by the children's questions, ideas and personal interests.
- Thoroughly support children's development throughout the 7 areas and learning and beyond.
- Value each unique child and their strengths, needs and goals, enabling them to become confident, resilient and independent learners.
- Create strong parental links and positive relationships between home and school.
- Encourage and support children to become happy, healthy, well-rounded pupils who will go on to become life-long learners throughout their time at The Old School Henstead and beyond.

## **2. Legislation**

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

## **3. Structure of the EYFS**

The EYFS at The Old School Henstead consists of pupils aged 2 - 5 years in reception and nursery classes.

## **4. Curriculum in the EYFS**

Our curriculum is informed by the 2021 EYFS framework. This includes the 7 areas of learning and development as listed below. The three prime areas take the forefront of all activities, with skills being developed and strengthened by the specific areas. Activities and lessons usually cover several of the prime and specific areas at any one time.

Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Our curriculum is expanded with the addition of timetabled games, music and language lessons for all pupils in the EYFS at Henstead. These are delivered appropriately to their developmental level.

#### **4.1 Enabling Environments**

Within the Foundation Stage, the environment is carefully planned and curated to enable children to play, explore and learn effectively whilst building and supporting self-confidence, independence, decision making and problem-solving. As part of the EYFS long-term planning, the environment is carefully adapted throughout the year to enable children to grow and develop with their environment and build skills and challenge through steadily enhancing what's accessible within their continuous provision.

#### **4.2 Planning**

The EYFS 2021 statutory framework identifies the seven areas of learning each child must experience to enable them to progress towards the early learning goals at the end of the reception year. This document forms the basis of our planning which aims to provide key experiences in each area of learning whilst also considering The Characteristics of Effective Teaching and Learning.

Staff plan activities and experiences for children that enable them to develop and grow whilst also discovering how to learn effectively. In the EYFS, children progress in two ways, by acquiring skills, knowledge and understanding, and by progressing their ability to learn effectively in a variety of different contexts.

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experiences. 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.

At Henstead, we follow a child-led approach to planning. All aspects of the 7 areas of learning and beyond are explored through the interests of the cohort to ensure pupils are always engaged and excited. We observe children at play and design our curriculum around current topics, themes and ideas that emerge from their exploration. We use our professional knowledge to craft challenging and engaging experiences that help children meet the end of reception year early learning goals and, in the shorter term, progress towards their next steps.

### **4.3 Teaching**

The children are taught through a range of independent, adult-supported and adult-led activities. Skills and knowledge taught in carpet sessions are enriched, developed, and progressed through the careful delivery of the enhanced provision and adult-supported tasks in the setting. As the children progress towards the end of their reception year, the balance of teaching styles moves with the children, ensuring they are prepared for Year 1 and beyond.

Through play, the children can consolidate and revisit their learning as well as develop their ability to work as a team, negotiate, overcome challenges, solve problems and deal with circumstances and emotions.

All children in the Foundation Stage have access to the curriculum whatever their ability and individual needs. Learning opportunities are provided to enable all children to make progress and to meet the needs of those with special educational needs, those with disabilities, those with special gifts and talents and those for whom English is an additional language. Tailored support is given for children with additional learning needs and there is careful monitoring of their development. Extension activities are planned for those children who are working beyond age-

related expectations, however, all children are extended and challenged through planning and adult support to help them achieve their learning and developmental goals.

## **5. Assessment in the EYFS**

In the EYFS at Henstead, assessment forms an integral part of the teaching and learning process. We use daily assessment of children's play to fully inform our planning, topics, themes and delivery of the wider curriculum. We do this by carefully observing and monitoring the children's play, learning styles and interactions to identify their needs and interests. From these assessments, we are able to plan an enriching, child-led curriculum that is engaging and exciting for all. Topics and themes arise through looking at what the children are excited about and interested in. These are then discussed against the daily assessments of the children's needs to create engaging and challenging provision throughout the setting.

Observations through the platform Tapestry help to build a picture of each individual child's learning journey towards meeting the end of reception year ELGs. These observations are also shared with the parents and guardians who are encouraged to contribute to the profile too. We evidence observations against the COETL, 2021 ELGs and also refer to the non-salutatory guidance from Development Matters 2020.

From these observations, formal next steps and action points are recorded for each individual child each term. These help to ensure progress is being made and each child receives the support they need to help them achieve the aims set out in the EYFS framework and beyond.

Each term, children in the EYFS reception year are assessed as being on track, not on track or further observation required against each area of learning. Areas that require support will feed into that child's next steps.

Formal assessment of phonics and maths skills take place each term or after a significant block of learning for those accessing those areas of the curriculum. skills in the prime and specific areas are assessed for younger pupils with next steps being set to help them continue to make good levels of development. The outcomes of these are then used to inform planning for whole class, small-group and 1:1 sessions where needed.

At the end of the Foundation Stage, the EYFSP assessment is formally recorded and passed on to the child's Year 1 teacher alongside any additional notes and recommendations for support.

## **6. Home-School Partnerships**

As professionals, we know that strong home-school links are important in ensuring children receive a well-rounded start to their early education.

Parents/ carers of pupils are encouraged to become involved in their children's learning by viewing, commenting and contributing to their Tapestry profile. Parents/ carers are kept up to date with their child's progress and development throughout the year and are updated daily through informal conversations at pick-up and drop-off times and via email where necessary.

Formal reports are issued several times a year as a record of progress and next steps. Children requiring the two-year-progress check receive this through their Key Worker (form tutor). The progress check and EYFS profile at the end of the Reception year help to inform reports to parents and/or carers giving them a well-rounded picture of their child's knowledge, understanding and abilities.

Formal parent /carer meetings take place twice a year where the children's progress against the end-of-year ELGs, general wellbeing, interests, talents and other topics, including any extra support that may be required, are shared and discussed.

## **7. Safeguarding and welfare procedures**

We follow and adhere to the statutory safeguarding and welfare procedures laid out in the 2020 EYFS Framework. This section is covered also by the whole school **Safeguarding and Child Protection** policy.

Designated EYFS iPads are the only devices used to capture and record images, videos and observations in the EYFS department.

All EYFS staff will have up-to-date Safeguarding training (including FGM) and Prevent Duty training.

All staff who come into contact with EYFS will have signed a 'Disqualification by Association Declaration'. EYFS staff have up-to-date Paediatric First Aid (in line with current guidance). No prescription medicines will be administered unless prescribed for a child by a doctor, dentist, nurse or pharmacist and 'signed in' through the school office.

## **7.2 Touch and Physical Contact**

TOSH recognises that forming close relationships with children in the EYFS setting is essential to enable children to develop and grow as individuals with a real understanding of social responsibility and self-esteem. We acknowledge that touch is a necessary and desirable part of the development, emotional wellbeing, care and education of all young children.

### **Aim**

The positive use of touch as a normal part of human reaction and the developmental age, emotional and communication needs of the individual child recognised as being far more important than actual age. We understand younger toddlers will need more physical contact than older pre-school children and those of reception-age and our day-to-day practice will be reflective of that.

### **Methods**

To achieve this aim, we operate the following touch policy:

- We will give guidance and support to children by holding their hands to demonstrate and assist their fine-motor, or other skills if required.
- We will provide emotional support including comfort and reassurance when a child is distressed. Including cuddling, sitting on the floor together, sitting sideways, or facing outwards, on a lap for our younger pupils, never in a front-facing embrace. Our youngest pupils may need to be carried when hurt, needing comfort or when they are being put down for a nap. They should be carried to one side where possible.
- We will provide intimate care i.e. nappy changing/first aid as required. (see Intimate Care Policy).
- All staff have a 'Duty of Care' towards the children in their care.
- All staff should be aware that TOSH believes physical

contact is central to warm, personal relationships and to the good quality care of young children, we also believe that good quality practice encompasses a full understanding of safeguarding (child protection) and this is reflected in our policy and practice. (See our school Safeguarding policy).

## **7.1 Face Paint and Stage Makeup**

Face paint will not be applied during outbreaks of Covid19. For the safety of children, we will not apply paint to anyone who appears to be suffering from a cold sore, conjunctivitis or any other skin complaint or who has an open cut to their face. Only children who have parental consent and have also previously worn face paint, and had no reaction, will have face paint applied in the setting during school hours.

## **7.2 Supervision of pupils**

Children in the EYFS setting are supervised throughout the school day in line with statutory ratios. For the majority of the day, they are taught by the EYFS staff consisting of the Head of EYFS (qualified teacher), Nursery Manager (qualified teacher) and the Level 3 qualified EYFS Nursery Assistant. They are also supported at other times by specialist staff (qualified teachers and support staff) in line with the statutory EYFS ratios.

During morning and after-school care and clubs, the children are supervised by support staff or qualified teachers. If the ratios exceed 1:8 (or 1:4 for >3yrs) for support staff then a qualified member of staff is within hearing distance or will attend the session to ensure adequate levels of support and supervision are provided. At break times, there are two members of staff on duty, one of whom is either a level 3 qualified teaching assistant or a qualified teacher. Paediatric First Aiders are always onsite.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the headteacher every two years.

At every review, the policy will be shared with the board of governors.

The Head of EYFS encourages and mentors EYFS staff, informing them about current developments and new initiatives and promoting the profile of the Early Years throughout the School. Staff supervisions meetings take place every half term. The headteacher and SLT team monitors the quality of teaching throughout the school.

Staff:

Head of EYFS – Claire Doughty (QTS)

Nursery Manager – Katy Braidwood (QTS)

EYFS Assistant – Lauren Coote (Level 3)

EYFS Assistant – Nicola Leggett (Level 3)

EYFS Support – Melissa Clifton (QTS)

EYFS Support – Iona Bennie (QTS)

EYFS Support – Nina Pakenham (QTS)

Reception PE – Elliot Hunter (BSc Hons Sports Science)