

Redcliffe Gardens School

# Early Years Foundation Stage Policy

Reviewed: SPI/SG May 2022  
Prep School Committee May 2022

Next review by: July 2023



## 1. Statement

*“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.”*  
Statutory Framework for the Early Years Foundation Stage, 2021.

1.1. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Kingfishers year. There are limited full day places in the nursery class which are for children at the discretion of the Head. They begin attending the main school full-time at the start of the autumn term once they are four years old.

1.2. The EYFS is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

1.3. This policy is to be read in conjunction with the following school policies and procedures:

- Staff supervision in Early Years and Childcare
- EYFS Parental Responsibility
- EYFS Staffing
- Anti-bullying
- Behaviour and Discipline
- On-line Safety
- Intimate Care
- Missing Child
- Acceptable Use of ICT for Staff
- Recruitment
- Health and Safety
- Risk Assessment
- Whistle Blowing
- Staff Code of Conduct
- Complaints
- Curriculum
- Handwriting
- PSHCEE Policy
- Special Educational Needs and Disabilities (Incl Gifted and Talented and EAL)
- Marking and Feedback
- Assessment Recording and Reporting
- Safeguarding
- First Aid and Administration of Medicine
- Visitors

## 2. A Unique Child

2.1. At Godolphin and Latymer Redcliffe Gardens School we recognise that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others. We use praise

and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### **3. Inclusion**

- 3.1. We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Redcliffe Gardens School are treated fairly regardless of race, religion, gender, family background or ability. All children and their families are valued within our school.
- 3.2. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.
- 3.3. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds and those from diverse linguistic backgrounds.
- 3.4. We meet the needs of all our children through:
  - Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
  - Using a wide range of teaching strategies based on children's learning needs.
  - Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
  - Providing a safe and supportive learning environment in which the contribution of all children is valued.
  - Using resources which reflect diversity and are free from discrimination and stereotyping.
  - Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
  - Monitoring children's progress and taking action to provide support as necessary.
- 3.5. It is important to us that all children in the school are 'safe'. We educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.
- 3.6. We aim both to promote and protect the physical and psychological well-being of all children (see Safeguarding (Child Protection) Policy).

### **4. Welfare and Health and Safety**

- 4.1. "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."
- 4.2. At Redcliffe Gardens School we understand that we are legally required to comply with safeguarding and welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2021 and with requirements in KCSIE 2021 and 'Working Together to Safeguard Children' 2018.
- 4.3. This includes the requirements to:
  - Promote the welfare of children and take all necessary steps to keep children safe and well.
  - Promote good health, including good oral health, preventing the spread of infection and taking appropriate action when children are ill.

- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have regular contact with them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

4.4. All EYFS staff have a day-to-day responsibility for the health, safety and welfare of children in the EYFS. They must report any concerns to the Head Teacher or the Head of Early Years immediately. EYFS staff have a daily responsibility for inspecting classrooms, play areas and equipment used.

4.5. Staff medication and mobile phones are stored in a location where children cannot access them. Staff must not be under the influence of any substance which may affect their ability to care for children.

## **5. Positive Relationships**

5.1. At Redcliffe Gardens School we recognise that children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## **6. Parents as Partners and Transitions within the Pre-Prep.**

6.1. We recognise that parents are children's first and most enduring educators and we value the contribution they make.

6.2. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school.
- The children have the opportunity to spend time with their teacher before starting school during 'Welcome' meetings.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Offering parents regular opportunities to talk about their child's progress in our nursery and Kingfisher classes and allowing free access to the children's work. We recognize that the help parents give their children at home has a significant impact on their child's learning, and seek to support families with this.
- Encouraging parents to talk to the child's teacher if there are any concerns. There are meetings with parents throughout the year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of the autumn term and at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Open assemblies, Lower School Nativity, EYFS assemblies, Sports Day etc.

6.3. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the class teacher acts as a 'Key Person' to all children in each class of EYFS, supported by the Teaching Assistant(s).

- 6.4. The class teacher meets with staff to discuss new intake children. Staff and children from the nursery are regularly invited to school events (they participate in Christmas productions, watch assemblies etc).
- 6.5. Nursery children become familiar with the rest of the Pre-Prep staff, children and environment through daily contact during assemblies, playtimes, lunchtimes and during shared 'Creative Play' sessions. Nursery and Reception children also visit their next classrooms during the Summer Term to enable them to gain confidence in their new surroundings.

## **7. Observation, Assessment and Planning**

- 7.1. The planning within the EYFS follows the school's Long Term Plan and Medium Term Plans (MTPs), which are based around themes. These plans are used by the EYFS teachers as a guide for weekly and daily planning. However the teachers may alter these MTPs in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning (and daily planning in the nursery).
- 7.2. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded using school iPads and saved in children's individual profiles online. The children's profiles also contain information provided by parents. Classroom observations and photographs are taken using school equipment only. The use of personal mobile phones and cameras is not permitted for this purpose.
- 7.3. At Redcliffe School, we record termly judgements against the EYFS Profile. Each child's level of development is recorded against the 17 goals where teachers determine whether children are meeting expected levels, are exceeding them or are working towards the assessment scales derived from the Early Learning Goals (ELGs).
- 7.4. Within the final term of the EYFS (in Kingfishers), we provide a written report to parents, reporting their progress against the ELGs. We provide a reasonable opportunity for the parents to discuss these judgements with the EYFS teachers.
- 7.5. Before a child reaches their third birthday we complete a two year old progress check. This is a review of the child's development in the Prime areas of the EYFS. A child's strengths will be identified, as will any areas where progress is less than expected and which may indicate a special educational need or cause for concern.

## **8. Enabling Environments with Teaching and Support from Adults**

- 8.1. We recognise that a well-planned learning environment is an important aspect of pedagogy. The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest and are able to find and locate equipment and resources independently. The Robins' class has its own outdoor area and the Kingfishers have access to outdoor space. This has a positive effect on the children's development.
- 8.2. Being outdoors offers opportunities for doing things in different ways and on a different scale than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help them to develop in all 7 areas of learning.

## **9. Learning and Development**

- 9.1. At Redcliffe School we recognise that children learn and develop in different ways and at different rates. Children's needs, interests and development are observed and assessed, before planning challenging but achievable activities and experiences to extend the children's learning. Staff working with the youngest children ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning.
- 9.2. If a child's progress in any prime area gives cause for concern, teachers discuss this with the child's parents and agree how to support the child. Teachers consider whether a child may have a special educational need or disability which requires specialist support.
- 9.3. For children whose home language is not English, opportunities are provided for children to develop and use their home language in play and learning, supporting their language development at home. Staff also ensure that children have sufficient opportunities to learn and reach a good standard of English during the EYFS.
- 9.4. We recognize that the development of children's spoken language underpins all seven areas of learning and is central to self-regulation. Children use language to guide their actions and plans. Pretend play opportunities are planned for, providing opportunities for children to focus their thinking, persist and plan ahead. The number and quality of conversations children have with adults and peers throughout the day, in a language rich environment, is a priority. By commenting on what children are interested in or doing and introducing new vocabulary, we build on children's language. Reading frequently to children, and providing opportunities to use new words, helps children to become comfortable using a rich range of vocabulary.

## **10. Teaching and Learning Style**

- 10.1. Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:
  - The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
  - The understanding that teachers have of how children develop and learn, and how this affects their teaching.
  - The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
  - The carefully planned curriculum that helps children work towards the Early Learning Goals throughout the EYFS.
  - Staff respond to children's emerging needs, guide their development and build on their interests through warm, positive interactions and secure routines for play and learning.
  - The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
  - The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
  - The identification of the progress and future learning needs of children through observations, which are shared with parents.
  - The good relationships between our school and the settings that our children experience prior to joining our school.

## **11. Playing and Exploring**

- 11.1. "Children investigate and experience things, and 'have a go'."
- 11.2. We recognise that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. As children move into Kingfishers (Reception), there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning.
- 11.3. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

## **12. Active Learning**

- 12.1. "Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements."
- 12.2. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

## **13. Creating and Thinking Critically**

- 13.1. "Children have and develop their own ideas, make links between ideas, and develop strategies for doing things."
- 13.2. Children should be given the opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

## **14. Areas of Learning and Development**

- 14.1. The EYFS is made up of three prime areas and four specific areas. The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress.
- 14.2. Prime Areas:
- Communication and language
  - Physical development
  - Personal, social and emotional development
- 14.3. Specific Areas:
- Literacy
  - Mathematics
  - Understanding the world
  - Expressive arts and design

14.4. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS.

## **15. Monitoring and Review**

15.1. It is the responsibility of the EYFS class teachers to follow the principles stated in this policy. The Head Teacher, Deputy Head and Head of Early Years are responsible for the EYFS. The Head Teacher and Head of Early Years will discuss EYFS practice with the practitioners regularly and provide feedback to the wider senior leadership team, raising any issues that require discussion.

15.2. The Head Teacher, Deputy Head and Head of Early Years will carry out monitoring of the EYFS as part of the whole school monitoring schedule.