MORLEY
PRIMARY SCHOOL

EYFS Policy

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Policy Review Sheet

Morley Primary School

	Version	Date	Minute No.
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Morley Primary School Early Years Foundation Stage Policy

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school we have one intake in September. The children begin school the September before they turn five.

Our Intent:

• To provide a secure, safe, caring and stimulating environment.

• To ensure that all children are valued.

• To build on what the child already knows and develop a positive attitude and enjoyment for learning.

• To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.

• To encourage independence and confidence.

• To value the role parents and carers can play and to work together in partnership.

Implementation:

The EYFS is based upon four principles:

• A Unique Child

• Positive Relationships

• Enabling Environments

• Learning and Development

Impact:

The impact of the EYFS curriculum is reflected in having happy and confident children transitioning into Year 1. Children enter Year 1 with firm foundations in all the Early Years Foundation Stage subjects and are ready for more formal learning. They are secure in their surroundings and excited to be taking the next step. Children at Morley Primary School succeed, having developed a love of learning in the EYFS.

A Unique Child

At Morley Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self- assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by

feedback from others; we use praise and encouragement, as well as behaviour charts and rewards, to encourage children to develop a positive attitude to learning.

Every area of development – Prime Areas– Communication and Language, Physical Development and Personal Social emotional Development and Specific Areas – Literacy, Mathematics, Understanding the World and Expressive Art & Design is equally important.

We embrace the characteristics of effective learning - playing and exploring, active learning and being creative, and thinking critically. These underpin learning and development across all areas of the Early Years curriculum and enable all children to become effective and motivated learners. We value all areas of learning and development equally and understand that they are often linked.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of differences. All children at Morley School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

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.

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 with disabilities, children from all social and cultural backgrounds, and children of different ethnic groups.

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.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and safety when using the internet to help them understand how

they can keep themselves safe with and without adult support 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.

We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy).

Welfare

"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."

Children's health is an integral part of their emotional, mental, social, environmental and spiritual wellbeing. At Morley Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024. We understand that we are required to:

• promote the welfare of children.

• promote good 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 unsupervised access to 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 safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Morley Primary School we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Respecting Each Other

Every interaction is based on caring professional relationships and respectful acknowledgements of the feelings of children, their families and the staff within the setting.

Friendships and relationships are an important part of children's early development. At Morley Primary school we commit time and provide opportunities to support children as they learn how to understand and manage their own feelings and become more caring towards others.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We ensure a strong working relationship by;

• 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 'New Starter' sessions

• 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 reception class.

• encouraging parents to talk to the child's teacher if there are any concerns. There are formal meetings for parents at which the teacher and the parent discuss the child's progress in private.

• parents receive a report on their child's attainment and progress at the end of each school year.

• arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Concerts, Sports Day etc;

• making parents/carers aware of the curriculum and ongoing activities through the weekly messages on Dojo and topic information via Microsoft Sway half-termly.

• sharing our approach to phonics and early reading so they can hear their child read regularly

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. All staff are encouraged to make note of any achievements that they witness on See-Saw.

Enabling Environments

At Morley Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

At Morley Primary School we have a mixed EYFS and Key Stage One class. The Planning within the EYFS follows the school Long-Term Plan and Medium-Term Plans, which are based around half termly themes. The planning enables the children in EYFS to access the topics by providing carefully differentiated independent play and focus activities that link to the main input that they receive from the class teacher.

The children in EYFS receive a daily Phonics, Guided Reading, English, Numeracy and Foundation subject input. This is then followed up with a selection of appropriate activities for the children to choose from that are linked to the daily input and to the medium-term plans.

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 in children's online learning journey (See-Saw).

At Morley Primary School, we use the Development Matters tracking grids to record judgements against the EYFS Profile. Each child's level of development is recorded against the 17 ELG's.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and characteristics of learning. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom and outdoor area is set up in learning areas, where children are able to find and locate equipment and resources independently.

We plan for the EYFS children to do their learning indoors and outdoors. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children a chance 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 7 areas of learning.

The Wider Context

Working in partnership with other settings, other professionals and with individuals and groups in the community helps us to support children's development and progress; enabling each child to meet their full potential. This involves liaising with health visitors, outreach workers, health and social care professionals and Early Years cluster groups.

We acknowledge that even more so after the Covid pandemic that our children might have had fewer experiences in the wider world and we need to provide further opportunities for the children. In our medium-term plans, we have identified a wide range of visits and visitors to enhance the learning for the children. We welcome members of the local community into the setting to share their expertise and experiences, for example the local vicar, nurses, emergency services.

Learning and Development

At Morley Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

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 1 and 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 EYFS

• the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities

• 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.

Areas of Learning

The EYFS is made up of seven areas of learning and development; Prime and Specific. The three Prime Areas are the fundamental early stages of learning and development. They link together, underpin and support learning throughout the Foundation Stage, and support development in the other areas of learning.

The Three Prime Areas are:

• Personal, Social and Emotional Development

• Communication and Language

• Physical Development

The four Specific areas teach and develop essential skills and knowledge so that children are prepared and equipped to participate successfully in the world around them.

The Four Specific Areas are:

• Literacy

• Mathematics

• Understanding the World

• Expressive Arts & Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

In Reception, the planning for the subjects are based on:

Religious Education (Derbyshire Agreed Syllabus), PSHE (Jigsaw), Computing (Kapow), Physical Education (GETSet4PE) and Music (Sing UP). The lessons taught provide the foundations for these subjects leading into Key Stage One.

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

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.

Active Learning

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

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.

Creativity and Critical Thinking

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given 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 or outdoors to extend their learning.

Health and Safety

At Morley Primary there are clear procedures for assessing risk which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In line with the EYFS statutory framework 2024, we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. A written record is kept each time medicine is administered to a child.
- Fresh drinking water is available at all times – every EYFS child has their own water bottle.
- Children's dietary needs are recorded and acted upon when required.
- Fruit is available during the morning break for Reception children.
- All EYFS staff have the paediatric first aid qualification which is updated every three years.

• Any accidents and injuries which occur at school are recorded and shared with parents/carers on the same day.

• Daily risk assessments are completed for the EYFS outside area to ensure it is safe to use.

• A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras/IPADs that are used in school must not be used for staff own personal use.

Monitoring and review

It is the responsibility of the EYFS teachers and practitioners to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.