

Church Hill Infant School



EYFS Policy

This Policy was adopted in April 2014
It was reviewed and approved by the FGB on 21st November 2019

Signed _____ Chair of Governors

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)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

At Church Hill Infant School our aim is to ensure all of our children have a happy and fulfilling start to their life in school. We aim for all our EYFS children to become well rounded individuals with a drive and commitment to learning that will stay with them throughout their lives. We believe that developing close relationships with our parents, through clear and regular communication, will ensure that all children's needs are met. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

The Early Years Foundation Stage Curriculum

The National EYFS Curriculum, which precedes the National Curriculum for Key Stages 1-4 (5 to 16 years), consists of seven areas of learning - three "Prime" and four "Specific":

Prime:

- Personal, Social and Emotional Development - comprising:

- o Making Relationships
- o Self Confidence and Self-Awareness
- o Managing Feelings and Behaviour

- Communication and Language - comprising:

- o Listening and Attention
- o Understanding
- o Speaking

- Physical Development - comprising:

- o Moving and Handling (gross and fine motor)
- o Health and Self Care

Specific:

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- Mathematics - comprising:
 - o Numbers
 - o Shape, Space and Measures
- Literacy - comprising:
 - o Reading
 - o Writing
- Understanding the world - comprising:
 - o People and Communities
 - o The World
 - o Technology
- Expressive arts and design - comprising:
 - o Exploring and Using Media and Materials
 - o Being Imaginative

We value all areas of learning and development and understand that they are inter-connected.

At Church Hill we use a topic approach to learning, whereby topics are decided upon depending on children's needs and interests. The Foundation Stage also take part in whole school events - such as World Book Day, Children in Need, theatre trips etc

Organisation

Here at Church Hill Infant School we recognise the importance of a rich learning environment both inside and outside, especially for the youngest children in school.

The EYFS department has 3 classes, each with a class teacher and a Learning Support Assistant (LSA). The setting is split into three zones – Blue Zone, Green Zone and Yellow Zone. In the morning sessions, children take part in Maths and Literacy activities, comprising a focus activity led by an adult with related activities for the children to choose to access independently. In the afternoon children access continuous provision activities within a specific colour zone, to enable them to practise and apply their developing skills independently in a range of contexts.

From the second part of the Autumn term children take part in daily shared reading and comprehension activities. Phonics is also taught on a daily basis through the Storytime Phonics scheme. Foundation Stage children are given reading books to take home based on their phonics stage. Each book should be shared 3 times at home and recorded in the child's Reading Record before the book is swapped. The expectation is for children to be engaging in reading activities at least 3 times weekly at home, and that these will be recorded in the child's Reading Record. Additional optional topic related home learning activities are provided on our website on the Foundation Stage page, for parents to access with their children if they want to.

All staff in the EYFS at Church Hill Infants acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn. Our activities provide first hand experiences for children to play and discuss and where they are encouraged to interact with others within a wide variety of learning situations.

Assessment

We constantly support the children with their learning through involvement in their play, supporting thinking through open questioning as well as providing good role models for speaking, communication and interaction.

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On entry the children are assessed and observed against the Early Years Outcomes to establish their Baseline age and stage. This is done within 3 weeks of them starting at the school. Additional information gained from feeder nurseries and information from home visits also contributes to this picture.

Throughout the year, the children are constantly and consistently observed and assessed against the outcomes. Children continue to be assessed against the Early Years Outcomes Ages and Stages and staff evaluate if children are operating at a level that is typical/above that which is typical/below that which is typical for their age and stage. Staff use i-pads to collect evidence (observation notes, photographs etc) through 'the Target Tracker app and this is collated using Target Tracker. This information is used during the planning process, for data analysis and pupil progress meetings.

Cohort data is analysed at the end of each term with progress evaluated and cohort action plans formulated. In the summer term the Early Years Foundation Stage Profile (EYFSP) is completed for each child and reported to parents and LA.

Transition

At Church Hill we value the involvement of parents in school. Parental involvement with school begins even before children start in our Foundation Stage. Prospective parents are invited to the school to be shown around and meet with the Headteacher in the Summer term.

Home visits take place late in the Summer term before they start and then early in the Autumn term. Feeder nurseries visit the school to discuss individual children and then key workers bring their children to school for half day visits. Parents are also invited to 'Stay and Plays' in the Foundation Stage where they can experience the learning opportunities and environment together.

At the beginning of the academic year there is a staggered start. In the first week children will stay for the morning session, have their lunch and will leave school at 12.30pm. After the first week children will be in for full days, finishing school at 3pm. Starts can be tailored to the individual needs of the child and are adapted to take into consideration those children who may find it harder to settle.

Safeguarding

Church Hill Infant School takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school and on the website.

E-Safety

Church Hill Infant School will seek to ensure that Internet, mobile and digital technologies are used effectively for their intended educational purpose, without infringing legal requirements or creating unnecessary risk.

Church Hill Infant School expects all staff, volunteers and pupils to use the Internet, mobile and digital technologies responsibly and strictly according to the conditions in our **E safety Policy**. This is shared during the staff induction process. These expectations are also applicable to any voluntary, statutory and community organisations that makes use of the school's ICT facilities and digital technologies.

Personal mobiles

This guidance is in place to avoid the use of mobile phones causing unnecessary disruptions and distractions within the workplace, and to ensure effective safeguarding practice and to protect against potential misuse. In the interests of equality, and to further promote safety, the guidance applies to any individual who has a mobile phone on site, including children, parents and visitors, as detailed

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below:

- Mobile phones must not be used in the classroom during school time. There is a clear expectation that all personal use of mobile phones is limited to allocated lunch and/or tea breaks. Outside these times, mobile phones should be kept in staff lockers which are available in the staff room.
- Other than in agreed exceptional circumstances, phones must be switched off and calls and texts must not be taken or made during lesson time or any time when supervising children or talking with parents.
- Staff are not permitted, in any circumstance to use their phones for taking, recording or sharing images.
- Staff are not permitted to use their own personal phones for contacting children, young people and their families within or outside of the setting.
- Parents, visitors and contractors are respectfully requested not to use their mobile phones in school.
- Phones must be signed into the school office upon entry into the school. Should phone calls and/or texts need to be taken or made this should be done outside the school building to avoid unnecessary disturbance or disruption to others.

SEN

The needs of every individual child is of paramount importance at Church Hill Infant School. Children's specific development needs are planned for on a daily basis through differentiated learning. Children who need extra support are identified early and discussed with parents and the SENCO, and next steps identified. Close relationships with parents are maintained throughout.

Snack

The children are encouraged to bring in a drink of water to school every day and this is always readily available. Parents can sign up to the 'Cool Milk' scheme and register for their child to have milk at school on a daily basis. The children are also entitled to a free piece of fruit everyday.

Parents/ Carers

Parents consultation meetings are held in the Autumn and Spring Term at which parents are invited to discuss their child's progress. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the Class Teacher or the Head teacher. Parents are kept informed of all events and important dates in the school by regular emails and class pages on the website.

M Bulsara
Headteacher