



## EARLY YEARS FOUNDATION STAGE PROFILE POLICY

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**At the time of reviewing this policy, COVID-19 has meant certain changes have been introduced. It is hoped that these will be temporary.**

**Please check the school's COVID-19 guidance which is updated regularly for more details.**

### **Rationale**

The Early Years Foundation Stage Profile (EYFS) applies to children from birth to the end of Reception Year. The EYFS is based upon four principles;

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The EYFS separates the curriculum into seven areas of learning (3 Prime and 4 Specific) which are:

### **Prime**

Personal, Social and Emotional Development  
Physical Development  
Communication and Language

### **Specific**

Literacy  
Mathematics  
Understanding of the World  
Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. Achievement of these prime and specific areas of learning is by:

- Playing and exploring – children investigate and experience things and 'have a go'.
- Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Aspects of Learning in EYFS**

Opportunities are provided in:

#### *Personal, Social and Emotional Development*

We aim for each child to become a valued member of the class and school and to promote self-esteem, independence and confidence. They are encouraged to cooperate, working alongside their peers and other children listening to each other and showing respect and sensitivity. We aim to develop concentration,

attention span and persistence. We hope to encourage an understanding of right and wrong and the need for appropriate behaviour. We aim to foster an enthusiasm for learning.

### *Physical Development*

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoors and outdoors and by working with a wide range of resources.

### *Communication and Language*

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

### *Literacy*

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff. Reception children take part in daily phonics sessions, handwriting sessions and activities to develop independent reading and writing. They also read 1:1 daily. Children begin their journey of reading with The Oxford Reading Tree.

### *Mathematics*

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Number work is covered through nursery rhymes and number songs. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Abacus Maths scheme begins in Reception.

### *Understanding of the World*

All children are given opportunities to solve problems, investigate, and make decisions and experiment. They develop the use of their senses, look at differences and similarities. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

### *Expressive Arts and Design*

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to paint, draw, do collages, make models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. Children are given the opportunity to participate in school productions.

### **Organisation**

Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the EYFS and child development.

There are two members of EYFS staff who hold Paediatric First Aid – Mrs C. Climo and Mrs R. Forster. Delivery of the curriculum is made with due regard to Health and Safety. Risk assessments are completed where necessary. The named person for SENCO in Early Years is Mrs R. Forster.

The Implementation of this policy is the responsibility of all Kindergarten and Reception staff and specialist teachers. Subject co-ordinators should also be aware of this policy when reviewing and implementing subject policies and schemes of work.

## **Planning**

Planning is done on a daily, weekly and termly basis with liaison between staff to ensure balance and progression. We attempt to ensure all children have access to a full range of activities throughout the week. Activities are separated into the seven areas of learning although these overlap to provide a cross curricular approach. Children's interests and self-initiation can lead the curriculum in different directions. Planning is flexible and unexpected opportunities that arise are seized upon to provide enrichment.

The staff at AHS recognise that children enter school with different starting points and that they will, therefore, need a curriculum that reflects this. Progression is vital for effective learning. Staff and parents liaise closely to ensure this happens.

In all classes children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the EYFS we acknowledge the potential for learning in every activity and situation that arises. We provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available.

## **Teaching**

All areas of learning are delivered through a fine balance of adult led and child initiated activities. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. Children work in a variety of groupings according to activity. They may be taught as a whole class, in friendship or ability groups, with a partner or on a 1:1 basis. Although classes work separately, they do join for some activities, such as music, storytelling and play. Ratios are always adhered to as set out in the EYFS framework. Students are sometimes included in ratios as indicated in the framework. Music, Sport and Spanish (Reception only) are specialist taught. EYFS children are supervised alongside the children in Years 1-6. At break time there are three staff on duty in the playground one of these is identified as acting as 'nurse' for first aid duties and whenever possible the Headteacher acts as a further adult for extra supervision. At lunchtime there are two staff on duty between 12.20-12.50pm (when most of the school are eating) and three between 12.50 – 1.20pm, again whenever

possible the Headteacher acts as a further adult for extra supervision. A telephone with internal links to the office / staffroom is available immediately inside the Infant block. During 'wet play' all children in Early Years are in one room supervised by a member of staff and 'Infant helpers'. When moving around School as a class, staff are expected to 'lead' the children with another adult at the back of the line. Extra adults (students, parents etc.) are used at regular intervals if applicable. Outside visits – please see Educational Visits Policy. The ratio is always at least 1:5 and a paediatric first aider always accompanies trips.

It is important to us that children experience success, have fun and enjoy themselves whilst learning. Children are given opportunities to succeed and to derive a sense of achievement from their efforts and are encouraged through praise. They have the chance to show their achievements to other children and to staff. Stickers or stamps may be given. Children's work is displayed in and around classrooms, thus motivating children further and showing that their work is appreciated. This also helps to provide a stimulating environment.

Children have access to a vast range of resources available on a daily basis in the classroom, in the outdoor learning area and in other shared areas of the school. Class iPads are used for observation purposes only or for special events. They are taken on school trips to enhance learning. All parents sign a declaration form on entry to Ayscoughfee Hall School giving permission for their child to be photographed. Staff are aware that they must not use their mobile phones to take pictures of children and there is a clear Safeguarding Policy relating to this.

### **Assessment**

Assessment information is gathered continuously through formal and informal methods throughout the year. A baseline assessment is carried out at the start of the academic year with further assessments throughout the year. Nursery records are also used to give a broad picture of each child. This information is then used to inform planning and enable a smooth transition. All observations and assessments are used to identify learning priorities and inform planning. In Reception, Kindergarten assessments and the ages and stages bands are used to continue building up a picture of each child.

Each child has a 'Learning Journey' which follows their individual learning. Observations are carried out, photographed and notes taken which help build up a child's journey through the EYFS. These 'journeys' are shared with the children and their parents and carers. Parents are kept informed of their children's progress through informal discussion, parents' evenings and written reports. In Reception children work towards the Early Learning Goals, which include continuous assessment using the Foundation Profile. Time is set aside each half term for EYFS staff to liaise together to ensure accurate completion of the 'journeys', profile and the inputting of data for both Kindergarten and Reception pupils into the O Track Assessment System.

Parents with concerns are welcome to discuss them at any convenient time. They bring the children in to class in the morning, which gives them an informal opportunity to discuss issues relating to their children. Curriculum details are displayed outside the classrooms for parental information.

The EYFS effects a smooth transition from home to school and offers stability for the younger child.

## **Outside Agencies**

We use local community resources wherever possible, with visits to parks, shops and other places of interest. Children also benefit from representatives of the community coming into the school. Children take full part in assemblies, Christmas productions and charity events throughout the year with the rest of the school.

Students are welcome into the EYFS setting, as they are throughout the school, but are not allowed to take children off site. Adults accompany children on outings to ensure a ratio in accordance with the Schools Trips and Outings policy.

### **To be read in conjunction with:-**

- **Assessment and Reporting Policy**
- **First Aid Policy**
- **SEND and EAL Policy**
- **Safeguarding Policy**

***Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS***

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