



EARLY YEARS FOUNDATION STAGE PROFILE POLICY

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, persistence and resilience. We hope to encourage an understanding of right and wrong and the need for appropriate behaviour. We aim to foster an enthusiasm for learning. We recognise that physical activity is vital in children’s all round development.

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 and specialist PE staff.

Communication and Language

We believe communication and language covers all aspects of language development and provides the foundation for literacy skills. Children at AHS will become confident communicators with rich and varied vocabularies. Children's developing competence in speaking and listening is a primary focus. 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, saying rhymes and singing songs together.

Literacy

At AHS we aim to foster a lifelong love of reading 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. We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use mark-making 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.

Mathematics

We aim for children to achieve a strong, positive grounding in mathematical learning and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement in all aspects of their EYFS journey and use parts of the Abacus scheme in Reception.

Understanding the World

At AHS we guide children to make sense of their cultural, physical world and community through wide and varied personal experiences. All children are given opportunities to solve problems, investigate, 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 people who are important in their lives and communities.

Expressive Arts and Design

Throughout the children's time in EYFS we develop their artistic and cultural awareness to support imagination and creativity. 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, collage create models and use musical instruments. Children learn and adapt songs on 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 SENDCO 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 completed 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. 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 a more personalised curriculum which follows the children's interests.

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 opportunities for 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 ensure 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.

Teaching

All areas of learning are delivered through a 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 activities, such as yoga, 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, Forest School 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 four 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

Information about new children joining Ayscoughfee Hall School in Kindergarten is gained prior to them starting school through discussions with playgroups and nurseries, parents and any other relevant parties.

A baseline assessment for Kindergarten is informed from this information and staff's own observations over the first few weeks of the term. The Reception baseline is formed from the Kindergarten end of year results and Reception teachers own initial observations. Both are recorded on O Track using their format. In the EYFS, Development Matters, along with professional judgement is used to help us meet the requirements of the Statutory Framework for EYFS. Development Matters sets out pathways for children's development in broad ages and stages. This is not a tick list however the observation checkpoints help us identify children at risk of falling behind and help us define the next steps that are required.

Throughout Reception professional judgement is used to contribute to each child's Foundation Stage Profile and is shared with parents termly through a learning journey. At the end of the Reception year, a full report on Characteristics of Effective Learning and the Early Learning Goals is provided for parents.

Behaviour

We understand that the behaviour of very young children can depend upon a variety of factors, including age, previous social experiences and separation from parents. The following behavioural procedures apply to our EYFS children.

We will ensure that staff and parents work together to realise and value all children, promoting positive behaviour. We endeavour to encourage all children to understand and develop qualities such as empathy, honesty, kindness and have the ability to consider others, which will include sharing, taking turns and the ability to play with compromise.

We aim to foster a caring, family atmosphere in which care and learning takes place in a safe and happy environment.

Children flourish in environments where they feel confident that clear boundaries are in place. In order to achieve this:

- Each class will establish Class Rules at the start of the year and refer to them often.
- We will value children and treat them with respect.
- We will develop a positive self-image through regular verbal praise, stickers and encouragement.
- We will provide positive role models for the children with regards to friendliness, care and courtesy.
- We will constantly praise and endorse desirable behaviour such as kindness and willingness to share.
- We will create an environment in which challenging or unacceptable behaviour is re-directed into appropriate behaviour.
- All staff will have a realistic approach and expectations towards the children they are caring for. This will be explained to new staff as part of the induction.
- The behaviour of a child can be dependent on their age and their stage of development. Sometimes the behaviour is a child's way of expressing their feelings, and this will be taken into consideration when dealing with behaviour.
- We will reward positive behaviour much in the same way as the whole school, through the use of praise, stickers and house points (Reception class). EYFS children are included in celebration assemblies and all the associated rewards.

When children behave in an unacceptable way (EYFS):

- Children who display undesirable behaviour will be given extra support to reinforce and role model positive behaviour.
- Adults will remain calm when addressing challenging behaviour.
- If a certain behaviour is unacceptable, where appropriate to the age of the child, the reasons why this is unacceptable will be explained to the child.
- It will always be made clear to the child or children who do display unacceptable behaviour that it is the behaviour that is not welcome and not the child that is unwelcomed.
- Any intervention to a recurring problem will be tackled in partnership with the child's parent/carer to establish the cause.
- If undesirable behaviour is persistent, we will monitor this and establish triggers which will help us to prevent further instances.
- Staff will always discuss concerns with parents/carers. This will be balanced with positive feedback.
- When a child's challenging behaviour is dangerous, or is disrupting others and distraction has failed, we will direct the child to alternative activities or some quiet time out with another member of staff.

Outside Agencies

We use local community resources wherever possible, with visits to library, 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

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	NO. OF PAGES
EYFS Staff	Theresa Wright	Autumn 2023	Autumn 2024	6