



NORLAND PLACE SCHOOL

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Reviewed: Sept 2020	Next Review Date: Sept 2021
Responsibility: LF / JA / VV	
Location (s): SMT Drive, Staff Drive	

“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, Department for Education, (September 2014)

Early childhood is the foundation upon which children build the rest of their lives. It provides a framework for care, learning and development. At Norland, we believe that all children should be given the opportunity to experience the best possible start to their education to set in place solid foundations which will enable them to flourish throughout their school life and into adulthood. It is, therefore, vital to consider the Reception year as preparation not only for the next stage of the education process, but for life. We aim to provide a Curriculum that is broad and balanced in content and wide-ranging in approach, helping to ensure future progress and success.

Norland Place School is exempt from the learning and development requirements of the Early Years Foundation Stage (EYFS). This allows us the freedom to exercise our own professional judgement in implementing the Reception curriculum, using teaching and learning strategies that are best suited to the individual needs of the children at Norland. The Reception curriculum has been tailored to the strengths and needs of our children, taking the best of the EYFS curriculum, in order to extend the range and scope of the provision, to better suit the individual needs of the children at Norland.

At Norland Place School, all children join us full time at the beginning of the school year in which they are five.

The EYFS is based upon four principles:

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

All aspects of the Reception curriculum and routines at Norland Place School help the children achieve the 5 outcomes of the *Every Child Matters* document.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

A Unique Child

At Norland Place School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We understand that children develop in individual ways, at varying rates. All children begin school with a variety of experiences and learning. It is the goal of the practitioners working in Reception to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/guardians, support staff and the Reception teachers work effectively together to support children’s learning and development of enquiring minds.

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, and to value and respect others. Children are encouraged to have their own opinion and to respect the views of others, which may or may not be different to their own. We aim to provide opportunities for children to value diversity in others and to grow up making a positive contribution to society. Children are encouraged to understand how they are able to contribute to wider school life and take enjoyment in being part of the school community. This is done through assemblies, reading buddies with older members of the school and leaders.

In our school we give each child equal opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. Each Reception class has 24 children and is taught by a qualified teacher and a full-time classroom assistant. For Reception trips and outings, the ratio between adult to child is 1:5. At playtimes, the two classes play in one playground together. This is supervised by at least two members of Reception staff. During lunchtime, one member of Reception staff is on duty with their own class.

In Reception we set realistic and challenging expectations that meet the needs of our children. 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, in conjunction with the school's Learning Support Coordinator as necessary, to provide support
- Each child being aware of class targets and individual targets. Marking is discussed verbally and children are encouraged to reflect and self-assess and are regularly reminded of their targets
- Promote positive behaviours and practices through reinforcing the Norland Values and Class Promises.

Children's safety and welfare

Norland Place School meets all EYFS requirements for safeguarding and welfare. It is of paramount importance to us that all children in the school are safe. We aim to educate children about boundaries, rules and limits and to help them understand why these exist. We present 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 wellbeing of all children. We understand that we are legally required to comply with certain welfare requirements as stated in *Keeping Children Safe in Education*. We understand that we are required to:

- Promote the welfare of children
- Promote good physical health, preventing the spread of infection and taking appropriate action when children are ill
- Promote good mental health, through PSED and mindfulness sessions
- 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 are 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
- Ensure all staff are familiar with safeguarding systems within the school

We endeavour to meet all these requirements through:

- Daily risk assessment checks in the classroom and playgrounds to ensure a safe environment for the children to play and learn in
- A formal annual risk assessment and analysis of the teaching and learning environment
- A full risk assessment undertaken when the children participate in school trips or visits to local places. This is in line with the school's policy on trips
- Paediatric First Aid qualifications for class teachers

As of autumn term 2019, the following staff are qualified in Paediatric First Aid:

Lucy Fraser	Deputy Head	(expires August 2021)
Jennifer Anderson	Lower Years Coordinator	(expires July 2022)
Victoria Van der Gucht	Reception class teacher	(expires August 2021)
Jessica Oliver	Reception class teacher	(expires August 2023)

At least one member of staff who has a current paediatric first aid qualification will be on the premises at all times when the Reception children are present, and will always accompany Reception children on outings.

Positive Relationships

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

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, continue to play and will play in the future, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school during presentations at the New Children visits
- The children have the opportunity to spend time with their teacher before starting school during the New Children visits, which take place towards the end of the summer term
- Inviting all parents to a Parent Information Evening and a Reading Workshop at the start of the autumn term
- Offering parents regular opportunities to talk about their child's progress in our Reception class and allowing free access to the children's books and Norland EYFS Profile Tracker
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a full report on their child's attainment and progress at the end of the autumn term and summer Term
- Operating an "open door" policy, whereby parents/guardians can come and discuss concerns and developments
- Celebrating developmental and learning milestones achieved outside of school through 'WOW' cards completed by parents
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: parent talks for the children, class assemblies, Sports Day etc.

All staff involved with Reception aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Norland, each Reception teacher acts a 'Key Person' to all children in their class, supported by the Teaching Assistant.

Learning and Development

Areas of Learning

The EYFS seven areas of learning and development are:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

At Norland Place, 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 interconnected. The EYFS areas of learning and development still form the basis of the curriculum and are integrated throughout the school day. The curriculum has been tailored to the needs and strengths of the children at Norland, taking the best of the EYFS curriculum alongside specialist teaching, and challenging children at all levels.

We recognise that all of the EYFS learning areas are interrelated and equally important. However, children must acquire skills in the prime areas of Communication and Language, Physical Development and Personal, Social and Emotional development in order to progress on to the remaining four areas; Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. All areas are delivered through a balance of adult-led and child initiated activities.

Teachers use a range of strategies and ensure that their approach is varied and adapted to suit the needs of the individual child. The children's days are filled with a huge range of opportunities to learn and are planned carefully to meet the individual needs of each child through a range of stimulating, focused activities which are both adult-led and child-initiated. Learning experiences are planned to ensure that individuals are appropriately challenged and have all the foundations for future learning securely in place.

Teaching and Learning Style

We ensure that all aspects of EYFS teaching have the following features:

- Partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- A shared understanding among teachers about how children develop and learn, and how this affects their teaching
- A 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
- A carefully planned curriculum that helps children work towards the tailored end of year goals
- Provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- Encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- 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

Enabling Environments

At Norland Place, 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

The EYFS has 3 core characteristics for effective teaching and learning and these are integral in our planning.

- **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

In the EYFS, 17 Early Learning Goals (ELGs) define the expectations for most children to accomplish by the end of the EYFS. At Norland, we use these goals as a foundation to form the tailored goals assessed through the Norland EYFS Profile Tracker.

These goals are the basis for long term plans. The Reception teachers then formulate medium term plans, which are based around topics. All seven areas are incorporated into the topic. These plans are used by the teacher as a guide for more detailed weekly planning, however the teacher may alter them in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. The integration of specialist lessons is also included on the weekly plans. The plans are evaluated each week and any observations are also noted. The plans are monitored by the Lower Years' Coordinator.

All children begin school life with a variety of experiences and learning, although many children joining Norland will come from nurseries that follow the Early Years Foundation Stage curriculum, and related records are requested from the nurseries to better form our understanding of the child. During the child's first few weeks at school, we carry out the PIPs assessment tests as a baseline of the child's abilities. We also complete an initial judgement of each child using the Norland EYFS Profile Tracker and we use this information to ensure that future planning reflects identified needs. The Norland EYFS Profile Tracker integrates Early Learning Goals from the EYFS learning and development, as well as objectives from specialist subjects. The tracker is completed termly by both the class teachers and specialist teachers. All of the practitioners in Reception meet regularly to discuss the profiles and moderate the assessments and observations. The tracker is monitored by the Early Years Coordinator / Lower Years' Coordinator. Literacy and Mathematics are assessed termly in line with the whole school assessments (see Assessment Procedure Policy). A final PIPS test is completed at the end of the Reception year and results are analysed with the Reception teachers, Lower Years' Coordinator and Learning Support Coordinator.

Assessment in the EYFS takes the form of anecdotal observations, focused observations, annotated examples of work, marking of books and photos and information from parents. The assessments involve the teacher and other adults as appropriate. Each child's level of development is recorded against the assessment goals, derived from the ELGs, in the Norland EYFS Profile Tracker.

At the end of the autumn term and at the end of the final term of Reception, we provide a written summary to parents, reporting their progress against the assessment goals. The autumn term report consists of four summaries: PSED, Communication, Language and Literacy, Maths and Understanding the World. The end of academic year report consists of summaries of each of the 7 areas, including specialist teacher comments. We give every opportunity for the parents to discuss these judgements with the Reception teacher through Parents Evenings and informal meetings.

The Learning Environment

The Reception 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 is set up in learning areas, where children are able to find and locate equipment and resources independently.

The Reception children have opportunity to use the playground for their outdoor learning and, during the spring and summer terms, to participate in visits to the nearby St James' gardens, which provides time to explore their learning. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children time 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 develop in all 7 areas of learning.

During the spring and summer terms, Reception children also attend sessions at 'Forest School' within the grounds of nearby Holland Park. This programme, which is conducted by the Royal Borough of Kensington and Chelsea, gives the children access to a whole range of outdoor learning opportunities in a totally natural, rural environment.

Reception to Year 1 Transition

Reception and Year 1 teachers work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

At Norland Place:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the Reception year
- Reception practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support of the individual
- Norland EYFS Profile Tracker is passed on to Year 1 teachers
- Reception and Year 1 teachers meet, together with the Learning Support Coordinator, to discuss individual needs of children during the handover week in the summer term
- Reception children visit their new Year 1 class and meet their teacher several times towards the end of the summer term to build relations with their new teacher, become familiar with their new classroom and develop a preliminary understanding about the routines they will encounter on transfer
- Reception teachers work closely with the rest of the Lower Year team through meetings and cross-year group initiatives
- Reception children visit St James' Gardens in the spring and summer terms, where they get to know different teachers and pupils in the school.

Other Procedures and Documents

All other procedures and documents relating to practice in the EYFS are detailed in the relevant sections of the Staff and Parents' Handbooks.