



## EYFS Policy

Approved by			
Role	Name	Signature	Date
Full Governors	Sue Sanderson	<i>Sue Sanderson</i>	21/02/2023
Headteacher	Helen Grice	<i>Helen Grice</i>	21/02/2023

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Responsible for policy/document	Helen Grice
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<sup>1</sup> The Governing Body is free to delegate the approval of this Policy to a Committee of the Governing Body, an individual Governor or the Head teacher

<sup>2</sup> The Governing Body are free to determine the review frequency of this Policy



## **EARLY YEARS FOUNDATION STAGE POLICY (Students aged 2-5)**

### Our Philosophy

At Sandside Lodge School we strive to be child centred, respecting the individual life journey of each student. This begins in the Early Years Foundation Stage with a caring, playful and responsive curriculum. Early childhood experiences are the foundation on which children build the rest of their lives, therefore, it is paramount that our students feel special and valued.

### Aims of the Early Years Foundation Stage.

In EYFS we believe that all students are entitled to the best possible start to their life and education, enabling them to develop to their full potential. We aim to:

- To provide a firm foundation for lifelong learning
- To provide a welcoming environment for students and their families
- To ensure that all students feel included, secure and valued
- To develop confidence and self-esteem and value individuality
- To meet the student at the level at which they are operating and to begin a student informed learning journey.
- To promote the value of learning through play and exploration, extending and enhancing the natural curiosity of our students.
- To foster positive attitudes to identity, independence, learning, responsibility and our community.
- To provide an attractive and appropriately stimulating environment inside and outside.
- To have total communication at the heart of the delivery of the curriculum.
- To liaise with the teachers across the school to make links between our underlying principles and practise within our respective provisions and curriculum areas.
- To establish positive and supportive relationships with parents, carers and other childcare providers.

### Effective learning takes place when students:

- ✓ Feel secure, valued and have had their physical needs met.
- ✓ Have appropriate and effective ways to communicate their needs and wishes.
- ✓ Are interested in what they are doing and enjoy their learning, which is rewarding and satisfying
- ✓ Are given first hand experiences within which they can explore and experiment
- ✓ Can learn from each other and through spontaneous interaction with peers and adults.
- ✓ Can practise, consolidate and extend previous learning and experiences.
- ✓ Are involved in practical activity, enquiry and purposeful play
- ✓ Are using the outside environment as a learning space.
- ✓ Have opportunity to develop their gross and fine motor skills.
- ✓ Have opportunities to evaluate their learning and recognise how they might move on.

### Effective teaching takes place when:

- ✓ Staff have a clear understanding of how students learn and develop.
- ✓ Staff use opportunities to appraise student's targets and identify with them (where appropriate) how they can progress.
- ✓ Staff plan, cooperate and work as a team and liaise with outside agencies.
- ✓ Activities are purposeful and clearly planned
- ✓ Individual student targets are communicated between staff for each lesson.
- ✓ Agreed systems for communication are consistently used
- ✓ There is a balance of student led and adult directed tasks
- ✓ Students play is supported and extended sensitively
- ✓ There is good use of space, materials and equipment including the student's physiotherapy equipment
- ✓ Staff are flexible and explore opportunities that occur spontaneously and keep the student's safety and wellbeing as paramount.
- ✓ Staff have high expectations based on each student's ability.

### The Early Years Foundation Stage Framework

Teaching in the EYFS is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation stage.' This is an approach bringing together student's welfare, learning and development requirements through the four themes:

- Unique child
- Positive relationships
- Enabling environments
- Children learn in different ways and at different rates

*The curriculum is centred on 3 prime areas of learning:*

- Personal, social and emotional development
- Communication and language
- Physical development

*These areas are also supported through the four specific areas which are:*

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

These areas ensure a holistic, student-centred approach to the curriculum alongside working towards students individual Education Health Care Plans. All areas of this learning and development are given equal value and do not stand in isolation of each other.

### Planning

We plan according to the seven (three Prime and four Specific) areas of learning for Early Years Foundation Stage.

The EYFS framework follows a long term plan around a thematic curriculum. This ensures that all Early Learning Goals are covered throughout the year at the specific developmental stage that each individual student is working at. We provide a broad and balanced curriculum which gives a range of opportunities for practical, relevant, interesting and lively activities.

Medium term and weekly planning inform all areas of learning and development. Weekly plans are led by student's individual learning styles, development and interests. The learning opportunities provided include a range of adult focused and student initiated activities within both indoor and outdoor provision. Planning also provides learning opportunities individualised to students learning styles and needs, making use of specialised areas within school. These include:

- Soft play
- Experience room
- MILE
- Forest school area

Planning also considers opportunities in the local community. Students access Forest Schools activities in local forest areas and access local play areas as appropriate and in accordance with the curriculum plan and learning goals.

#### Assessment and record keeping

The main way of assessment in EYFS is through staff engagement and observation. This takes place throughout the day, both formally and informally and staff use these observations to support their developing knowledge of each individual student. It informs them of each individual's abilities, needs, learning style and interests. Relevant learning opportunities are then planned to support all students move to the next steps in their learning and development.

Learning journals record students' progress over the academic year in all Areas of Learning and Development of the EYFS Framework. The journals have individualised targets they are working towards for that term, linked to the EYFS Learning Goals and their EHCP outcomes. Students work, alongside photographs and annotations are recorded daily in the relevant Journals.

Students have 3 journals:

- Literacy and communication
- Mathematics
- Learning Journey

Students' progress is also tracked through Solar, each term data and evidence is updated onto the assessment profile in line with EYFS Early Steps Goals. New students are baselined on this assessment framework within the first half term of them attending school.

#### Partnership with parents

At Sandside Lodge School we recognise the importance of establishing positive relationships with parents, as highlighted in the EYFS framework. We believe that an effective partnership between home and school will have a positive impact on a student's learning and development overall.

All families have access to our online system via the website to communicate with the class teacher on a daily basis and vice versa. The class teacher informs parents of important information from the students day in school alongside photographs as required. Parents are also actively encouraged to pass on any important information from home on a daily basis using this method of communication. Phone calls are also encouraged and greatly received as needed.

Students have Annual Reviews which are of a multidisciplinary nature and include the different professionals working with the child alongside the family.

The EYFS class also organise parent afternoons to strengthen communication between school and home and also between parents/carers of the children in class. These are usually held once a term and linked to seasonal themes, e.g., Easter and Christmas.

#### Outside agencies

Our partnership with other professionals such as Occupational and Physiotherapists and Speech and Language therapists is very important to the good provision in Early Years and beyond. Ensuring students have frequent and regular contact with the therapists supports the delivery of and the student's access to their curriculum.

#### Inclusion and equal opportunity

We believe that all our students matter. We give them every opportunity to achieve their full potential irrespective of gender, ability, ethnicity and social circumstances. We ensure this in various ways including;

- Valuing every student and treating each student as an individual
- Providing an environment that is free from stereotypical images
- Using resources that positively reflect diversity

- Planning challenging opportunities for abler students
- Facilitating equal access to activities by all students
- Matching students to meaningful, motivating and relevant activities.
- Monitoring of progress
- Moderation of assessment.

### Safeguarding

The safety of the students in Early Years Foundation stage is very important to us. We operate within the school Child Protection Policy and embed the aims of prevention, protection and support to our students. Risk assessments for school excursions, individual pupils and situations and regular events such as outside play, are completed and verified by the Education Visits Coordinator. All staff are in receipt of level one Child Protection training ensuring procedures are followed.