



# Hollinsclough CE Academy

## Early Years Foundation Stage (EYFS) Policy: 2020

### Mission Statement

*To encourage high levels of achievement through the enthusiasm and joy of learning, coupled with a creative curriculum and a holistic approach to education that reflects Christian values and supports our community. We guarantee accessibility and availability to all.*

### Developing potential

#### Preamble

We embrace a **'Learning without Limits'** approach to teaching in our EYFS. We believe in the potential of every child so all the children are given the opportunity to develop the capacity to surprise themselves and those around them. They are taught to challenge themselves to build confidence and resilience.

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. (*'The Statutory Framework for the Early Years Foundation Stage.'* DfE Dec2019).



The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school all children join us on a phased introduction from the age of three and half.

The EYFS is based upon four principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates.

#### A Unique Child

At Hollinsclough we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mindset. They are taught that they can 'grow their brains' so that they understand that everyone can learn with practice and effort. The children are taught how to learn and how to become successful learners.

#### Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Hollinsclough are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. Teachers plan low threshold, high ceiling tasks which enable all children to access the learning and to achieve as highly as possible. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and 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 through a creative curriculum and learning environment

using a wide range of teaching strategies based on children's learning needs providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively

providing a safe and supportive learning environment in which each child's contribution is valued  
monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. Through citizenship teaching and the nurturing programme we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

### **Positive Relationships**

At Hollinsclough we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts our school;
- inviting the children to spend time with their teacher in the classroom before starting at school
- Visiting all parents (an induction meeting) during the term before their child starts school
- encouraging parents to attend consultation meetings in the first two terms to discuss their child's progress
- providing parents with a written report on their child's attainment and progress at the end of each school year
- encouraging parents to contribute observations in the home/school link book
- sharing our approach to reading
- inviting parents to a curriculum meeting where the phonics teaching is explained

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them.

The EYFS teachers discuss new intake children with the feeder playgroups, visiting where possible.

### **Enabling Environments**

At Hollinsclough we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

### **Observation, Assessment and Planning**

Planning within the EYFS starts with the Long-Term Plan in conjunction with KS1 and the school's topics. Medium Term Plans are written termly and used by the EYFS teachers as a guide for weekly planning. A weekly focus is based on the learning objectives linked to the EY curriculum and shared with all EYFS staff. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms in the children's individual learning folders. They also contain information provided by parents and other settings. Each child's progress is also recorded against 17 assessment scales derived from the ELGs (Early Learning Goals)

At Hollinsclough, we record judgements using Learning Book. These show the stage that each child has reached at a given point and show the progress they have made.

### **Learning and Development**

At Hollinsclough 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 children have time and freedom to become deeply involved in the activities and their learning.

### **Areas of Learning**

The EYFS is made up of Seven areas of learning:

#### **Prime Areas**

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

## **Specific Areas**

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

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. The EYFS class has their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

## **Play**

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

## **Transition**

Parents are invited to come and get a feel for the school before they register their child

EYFS practitioners make home visits before children start

EYFS children visit the school for transition days before they start, initially with parents

Being a small school, our EYFS has good links with KS1, and in some cases Year 1 are taught alongside EYFS for a smoother transition throughout the school. Additionally, classes are sometimes also mixed vertically.

## **Dyslexia Friendly**

This subject where applicable adheres to our Dyslexia Friendly Policy

As part of the Dyslexia Friendly Schools Initiative here at Hollinsclough CE (VA) Academy, we recognise the strengths of pupils with dyslexia and aim to use them as pathways to learning. We recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this may impact on their learning and emotional well-being.

Governors and senior managers are committed to supporting pupils with dyslexia across the curriculum. Targets aimed at developing expertise in, and understanding of, dyslexia are reflected in the school's SEN development plan.

All staff have been involved in awareness raising and training sessions in order to recognise compounding factors that may coexist with dyslexia. They are familiar with the individual learning styles of children and adopt a range of multi-sensory teaching approaches. We feel that early identification of dyslexia is crucial as it enables early intervention. We have high expectations of all children and the achievement of pupils is seen as everybody's responsibility. We also encourage partnerships with parents.

## **Equality Duty**

As with all teaching, the arts are taught in such a way as to include all children irrespective of their ability, gender, race or ethnicity.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## **British Values**

Children who attend our Academy experience an enabling environment in which they will develop self-knowledge, self-esteem and self-confidence. Coupled with this they will develop the ability to distinguish right from wrong and to respect the civil and criminal law of England.

Within this enabling environment, your child or children will develop the ability over time to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Whilst with us, our parents can expect their children to acquire a broad general knowledge of and respect for public institutions and services in England, and to develop a personal character that is tolerant and can foster harmony between different cultural traditions, along with a respect for their own and other cultures.

We firmly believe and encourage our pupils to show respect for other people; and for democracy and the support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

To be part of our Academy it is unacceptable on the part of any stakeholder to promote discrimination against people or groups on the basis of their belief, opinion or background.

### **Implementation of this policy**

Our academy will manage the implementation of this policy with the support and guidance of the appropriate body/bodies as defined at the time of writing.

#### **General**

This policy and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision/requirement to ensure full access to all.

### **Approved and signed off by**

Principal.....

Chair of Governors.....

Date .....

### **This policy links to our policies on:**

- Teaching and Learning
- Assessment and Feedback
- Curriculum
- SEND
- Drug and Alcohol
- Relationships and Sex
- Equal Opportunities

