

Hemingbrough CP School

EYFS Policy

Next Review	Nov 2025	Responsibility & Reviewed by	<i>Full Governing Body</i>
Date of Review	Nov 2022	Revisions made	<i>No</i>
Date of Policy Adoption by Governing Body	Nov 2016	Signed	<i>Ruth Waters</i> <i>Chair of Governors at time of first adoption by FG</i>

Statement

At Hemingbrough School we believe that every child deserves the best start in life and the support to fulfil their potential. A sound Early Years Education gives a firm foundation for future learning and development. We endeavour to develop the whole child, socially, emotionally, physically, intellectually and aesthetically.

We provide induction days where they visit our setting and familiarise themselves with staff, the classroom and provision, in addition, children visit regularly throughout the preceding year from pre school settings. The children also experience our school meals which ensures they have the best possible transition.

The overarching principles that the EYFS is based upon are:

- Every child is unique
- Children learn to be resilient and independent through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in differing ways and at different rates

Our Aims

Aim 1

Ensure and promote the physical and personal safety of the children.

Aim 2

Develop and encourage the children to be aware of their physical, spiritual and emotional health.

Aim 3

Ensure that the ethos and philosophy of the school continues to place high emphasis on the children's enjoyment whilst in our care, both directly and indirectly.

Aim 4

Ensure that each child develops self discipline; the ability to learn independently and work co-operatively and to achieve to their full potential and celebrate their own and others achievements.

Aim 5

Strive to ensure that the children will learn to listen with respect; avoid deliberately damaging the self esteem of others; appreciate the diversity of our society and how they can effectively contribute to it.

Aim 6

Provide a learning environment which is reflective, stimulating, welcoming, secure and utilises resources to their maximum.

Aim 7

To develop and sustain positive relationships

A Unique Child

At Hemingbrough CP School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning. We learn through exciting play-based activities that are linked to the children's current interests, sharing 'wow moments' from home to inspire others to be 'constantly learning'.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Hemingbrough CP School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We strongly believe that all our children matter and we give them every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- careful observation of their self - initiated and adult led activities, which provides a foundation for our planning
- 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, supportive and stimulating 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 to provide support as necessary

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide 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 well-being of all children.

Enabling Environments

At Hemingbrough CP School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

Curriculum and Assessment

The Early Years Foundation Stage (EYFS) curriculum is designed to help young children achieve the five Every Child Matters outcomes of Staying safe, Being healthy, Enjoying and achieving, Making a positive contribution, and Achieving economic well-being.

The EYFS principles are underpinned by the three characteristics of effective teaching and learning: playing and exploring, active learning and creating and thinking critically.

The Early Learning Goals are the specific knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five. There are three prime areas and then four other specific areas in which the three prime areas are strengthened and applied.

Prime Areas:

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

Specific Areas:

- Literacy
- Maths
- Understanding the World
- Expressive Art and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated learning.

Assessment takes place in many forms including: observations, examples of work, checklists and photographs. As the child progresses through the Reception Class, the teacher makes judgements based on their assessment of the child in all seven areas of learning.

Records are kept in a Learning Journal by the class teacher which plots the individual progress of each child against the EYFS Profile. Parents can view the Learning Journals and discuss their child's progress at parents' evenings and during twice weekly open classroom sessions. A written summary will be sent to parents at the end of the Reception Year.

The Learning Environment

The classrooms are 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 EYFS class is set up in learning areas, where children are able to find and locate equipment and resources independently. It has its own limited, enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Teaching and Learning

Teaching and learning in the foundation stage is based on a clear understanding of how children learn.

Children learn best through:

- Play
- First-hand experiences which are well structured and meaningful
- Interacting with others in a cognitive and reflective way
- Being physically active
- Having their interests valued, developed and extended
- Experiencing a variety of teaching strategies

Ongoing observational assessments inform planning to ensure each child's continuing development, and we adopt a flexible approach that responds quickly to children's learning and development needs.

Play

Through play our children explore and develop learning experiences, which helps them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

Play is essential for young children's learning. Independent, self-initiated learning is supported by well resourced provision both indoors and outside, including:

- Sand and water
- Role play area
- Writing area
- Reading area
- Small world play
- Construction
- Creative area
- Maths area
- Computer area
- Listening area

The setting is designed to give the children space to move freely, and safely, between different play activities. We encourage children to become independent in their learning by ensuring that the resources and equipment are accessible to them and are labelled with words and pictures. There is a visual timetable displayed for the children to have an understanding of the order of each day.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given planned opportunities to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Partnership with Parents

Parents play a vital role in the education of their children. We invite all parents to an induction meeting prior to them starting school. Once they have started, parents are welcomed in to read with their child several mornings per week. This also provides the opportunity for informal discussions with the class teacher. Parents' evenings are held each term where the child's progress is discussed. Communication can also be made via reading home school diaries. Parents are encouraged to contribute to their child's learning journey, and are encouraged to talk to the class teacher if there are any concerns. Appointments can be made to meet with any member of staff at a mutually convenient time to discuss any concerns parents may have.

Parents are informed of the work their child is doing during the school's open afternoon and a class assembly, as well as detailed annual reports.

We have close links with Hemingbrough Pre-School who come for weekly half day visits with groups of children due to start school the following school year. This has proved to be very successful in ensuring a smooth transition between the settings. The class teacher meets with local pre school staff to discuss transition and to ensure continuity and cohesion.

Children's Welfare

On entry to school an emergency contact form is completed for all children that includes medical, personal and social details. Any accident on school premises is recorded in the school accident book and parents are informed dependent on the severity of the incident. School has a number of staff members trained in first aid including two who hold the full paediatric first aid certificate.

The school has a behaviour policy which operates on a system of rules, sanctions and rewards. All parents/carers are given details of this policy and asked to support the school in its implementation.

Equal Opportunities

Staff ensure that all children have equal access to the curriculum. They will be encouraged to respect similarities and differences within cultures other than their own. We regularly monitor our provision to ensure every child's learning is well supported and builds on children's own home, cultural and linguistic backgrounds. We use materials, equipment and displays which reflect the home languages, cultural and ethnic diversity of the children, the local community and the wider world.

To be reviewed: Nov 2025