



Pownall Hall School

Pownall Hall School is committed to co-education and aims to provide a caring, disciplined, safe and secure family environment, where all pupils are enabled and encouraged to maximise on their academic, sporting, musical and creative potential.

The School aims to instil traditional values of courtesy, good manners, mutual respect, tolerance and compassion in its pupils and help them develop self-discipline and good working habits for the future. The all round personal development of each and every pupil lies at its heart.

1c Early Years Foundation Stage Policy

This policy has been prepared in accordance with the requirements of the Statutory Framework for the Early Years Foundation Stage – DfE 2017

‘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 for children to make the most of their abilities and talents as they grow up.’

Statutory Framework for the Early Years Foundation Stage – DfE 2017

1. Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Pownall Hall the children join the school from the age of two, attending our Nursery either full or part time, then move onto the Kindergarten (three-four years) and finish the Foundation stage in the reception class, where they achieve their fifth birthday.

The school recognises that effective EYFS practice is based on four complementary themes, each of which takes into account important principles:

A Unique Child

The school recognizes that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning and there is a strong partnership between school staff and parents and/or carers.

Learning and Development

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Children joining the school at the age of two years have already commenced on their learning journey. The early years education and care we offer is based upon the following EYFS principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.

2. Our Aims and Objectives

Our overarching aim is 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.

We aim to provide a broad and balanced educational programme that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and all teaching and learning is based on the understanding that children develop at different rates. We aim to meet the requirements in ways that are interesting, challenging and enjoyable for the children in our care, ensuring that every opportunity is taken to develop their confidence and self esteem.

We prepare for future learning by promoting and developing:

- Personal, social and emotional well-being
- Positive attitudes and dispositions towards learning
- Social skills
- Attention skills and persistence
- Language and communication
- Reading and writing
- Problem solving, reasoning, and numeracy
- Knowledge and understanding of the world
- Physical development
- Creative development

3. **The Foundation Stage Curriculum**

Our curriculum reflects the areas of learning identified in the seven Early Learning Goals. The three prime areas are crucial for igniting children's curiosity and enthusiasm for learning:

- **Communication and Language**
Pupils are given opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.
- **Physical Development**
Pupils are provided with opportunities to actively develop and improve their skills of coordination, control, manipulation and movement. They are helped to develop an understanding of the importance of physical activity and making healthy choices about food.
- **Personal, Social and Emotional Development**
Pupils are helped to develop a positive sense of themselves and others, to form positive relationships and show respect for others. They are supported in the development of social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.

In addition to these, there are four specific areas through which the three prime areas are strengthened and applied:

- **Literacy**
Pupils are taught to link sounds and letters and they learn to read and write. They have access to a wide range of reading materials to ignite their interest.
- **Mathematics**
Pupils are supported in developing their understanding of counting, understanding and using numbers, calculating simple addition and subtraction problems and describing shapes, spaces and measures.
- **Understanding the World**
Pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design**

Pupils are provided with opportunities to explore and play with a wide range of media and materials. They are encouraged to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, design and technology.

We recognise that none of these areas can be delivered in isolation from the others. They are equally important and dependent on each other. All areas will be delivered through a balance of adult led and child initiated activities. In each area we progress towards the Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of EYFS.

4. Play at the Foundation Stage

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn 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. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

The role of play

Play is an important part of the EYFS curriculum. Children have the opportunity to play both indoors and outdoors where the children have access to The Outdoor Classroom. Through play, the children learn to explore, develop and represent learning experiences that help them make sense of the world. Play helps them to practise and build up ideas, concepts and skills. Play enables them to see a need for rules and enables them to take risks and make mistakes. It allows them to think creatively and imaginatively and it also helps them to communicate with others as they investigate and solve problems.

In Nursery and Kindergarten, the power of play, is valued as the main way in which children learn and develop. It helps to build self worth by giving a child a sense of his or her own abilities and to feel good about themselves. Because it is fun, children often become very absorbed in what they are doing.

We believe that play is very important to a child's development, it is an integral part of the Early Years Foundation Stage and supports their learning. Young children develop many skills through the power of play. They may develop their language skills, emotions, creativity and social skills. Play helps to nurture imagination and give a child a sense of adventure. Through this they can learn essential skills such as problem solving, working with others, sharing and much more.

5. Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stages 1 and 2. Features that relate to our EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- The 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.

- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The 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 and assessments, which are shared with parents.
- The good relationship between our Nursery, Kindergarten and Reception classes.

Definition of Teaching*

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities:

Communication and modelling language, Showing, Explaining, Demonstrating, Exploring ideas, Encouraging, Questioning, Recalling, Providing a narrative for what they are doing, Facilitating, Setting challenges.

It takes account of: The equipment adults provide, The physical environment, The structure and routines of the day that establish expectations.

Integral to teaching is how practitioners: Assess what children know, understand and can do, Take account of their interests and dispositions to learn (characteristics of effective learning), Use this information to plan children's next steps learning, Monitor their progress.

Ofsted.

6. Planning, Observation and Assessment

The Early Learning Goals provide the basis for planning within the EYFS at Pownall Hall School. Within the Nursery all activities are child initiated and planning responds to this. As the children progress through the EYFS, although many activities are child initiated, there is a gradual introduction of teacher directed time. Planning is flexible with due regard to the needs, achievements and interests of the children. Weekly planning reflects this. More formal planning strategies are used for those children who are five and working towards the National Curriculum.

Pownall Hall School ensures that all children attending the setting have a personal Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us. (see appendix 1 for learning Journey Policy and Safeguarding Policy to see how Pownall Hall School safeguards children when working with the online Learning Journal)

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of ongoing observations, in both child initiated and teacher directed activities. The collection of assessment data is a statutory requirement. A short written summary of pupils' progress is completed for children aged between two and three. At the end of the Michaelmas Term and the Trinity term each child in the EYFS will receive a written report. In the final term of the EYFS, each child's level of development is assessed against the early

learning goals in order to complete the EYFS Profile. The EYFS Profile results are reported to the LEA. The final report in Reception indicates whether the children are meeting the expected levels of development or if they are exceeding or emerging.

The information is shared with the child's next teacher and parents as progression takes place through the Stage. The school's assessment framework includes a base-line assessment on entry into each year group.

In the Moment Planning

ITMP in Nursery and Kindergarten ensures that the children are at the centre of all we do. It allows the crucial moments of learning to be captured and extended there and then. Children's current interests are identified regularly from day to day instead of having a topic. Adults are free to be with the children observing, interacting and teaching. ITMP allows children to have deep-level involvement due to autonomy and genuine choice and therefore maximum learning can take place.

In Reception we are trialling ITMP and we are using aspects of this approach. At the end of each week we do a feeding forward sheet and the children's interests are incorporated into the following week.

Focus children

Each week, in Nursery and Kindergarten, a percentage of the class are chosen to be a 'Focus Child'. A learning journey is created for each focus child. All adults who interact with a focus child records interactions that include an element of teaching. Parents are consulted and given the opportunity to provide current knowledge of their child and voice any questions they may have regarding their child's learning and development.

A meeting is held with nursery 'Focus Child' parents at the end of the week to discuss all we have learnt about the child.

For Kindergarten, the learning journey for each 'Focus Child' forms evidence for assessment and future planning and meetings with parents are held twice a year or more frequently if necessary.

7. **Inclusion**

At Pownall Hall School we value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Pownall Hall School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We believe that all our children matter. 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 and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals. Some children progress beyond this point. 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 cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

8. **We meet the needs of our children through:**

- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage.
- The effective partnership between teachers and parents that help the children feel secure at school, and to develop a sense of well-being and achievement.

- Careful planning that builds upon and extends children’s knowledge, experience and interests, and helps develop their self-esteem and confidence.
- Use of a wide range of teaching strategies based on each child’s learning needs, based on the understanding that teachers have of how children develop and learn.
- Provision of a wide range of opportunities to motivate and support children and to help them to learn effectively.
- The thorough observations of each child’s progress and learning needs.
- Using resources that reflect diversity and avoid discrimination and stereotyping.
- Providing a safe and supportive learning environment in which the contribution of all children is valued and they are encouraged to communicate through play, talk and creativity.
- 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

9. Safeguarding and Welfare

It is important to us that all children in Pownall Hall School are safe. We aim to educate children on boundaries, rules and limits and to help them understand why these exist.

We understand that we are legally required to comply with particular welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2017.

We aim to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill. The school’s First Aid Policy applies to the EYFS and has details including the administering and keeping of medicines, the collection of medical information and the recording of accidents.
- Ensure that children are provided with meals, snacks and drinks which are healthy, balanced and nutritious.
- 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 in accordance with the school’s detailed Child Protection Policy which contains guidance for all staff on recognising and responding to concerns. All staff are trained to understand the Safeguarding policy and staff have up to date knowledge of safeguarding issues. Each week in our Key Stage meetings, ‘Children Causing Concern’ is on the agenda. The EYFS coordinator is the Designated Person with responsibility for Child Protection in the Stage and she attends the termly Child Protection Meeting. The school adheres firmly to its Safer Recruitment Policy. The Child Protection Policy is available to parents and prospective parents by request and is on the website. Training procedures are detailed in the policy.
- Ensure that staffing ratios meet the statutory requirements.
- Ensure that all staff are appropriately qualified and trained and have a clear understanding of their roles and responsibilities.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Follow the school’s policy for Safeguarding Children when they leave the School on Educational Visits and ensure that staff are familiar with this. This policy is available to parents on request.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies, risk assessments and procedures required for safe, efficient management of the children in the EYFS.
- Ensure that the school is a smoke-free environment.

10. The role of parents

We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role in educating their children. We do this by:

- Inviting all parents to an induction meeting in July for those children who are about to enter Nursery, Kindergarten and Reception.
- Giving the children the opportunity to spend time with their teacher before starting in their new class.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- The Reception class all start full time education at the beginning of the Michaelmas Term.
- Arranging a variety of activities throughout the year that encourage collaboration between child, school and parents, i.e. sports day, concerts and events.
- Offering a range of activities that support the involvement of parents. There is a regular communication with home through the school bulletin.
- Sending home a curriculum letter via each class termly.
- Offering parents regular opportunities to talk about their child's progress.
- Recognising the value of communication through the use of Tapestry.
- Parents are informed of the child's progress in Nursery, Kindergarten and Reception at the end of their first term, in December, with a written report.
- Each teacher keeps examples of each child's work as the evidence base for the Profile. Nursery, Kindergarten and Reception parents receive a written report on their child's progress at the end of the summer term in July.
- There are two parents' consultation evenings for Kindergarten and Reception.
- Day to day contact with parents is valued throughout the EYFS.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

In the Nursery and Kindergarten the children are divided into small groups and assigned a member of staff as their Key Person. In Reception the Key Person is the child's class teacher, closely supported by the classroom assistants.

11. The Learning Environment

The EYFS 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 classrooms are set up into learning areas, where children are able to find and locate equipment and resources independently.

Loose Parts

Loose part resources are available throughout our provision and effectively support the Characteristics of Effective Learning. Children can use them in a multiple of ways, developing opportunities for creativity, critical thinking and problem solving. Teaching children how to think, not what to think

The Learning Environment

At Pownall Hall School we understand that the environment is key to children's learning. In order to support genuine choice we have a workshop setup. In all areas resources are available and accessible.

Areas are clear, stocked and tidy at the start of each day. We use levels of involvement to monitor our environments and resources.

We recognise the value of outdoor learning and acknowledge the positive effect it has on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales. It allows the children to explore, use their senses and to be physically active. We plan activities and resources for the children to access outdoors that help them to develop in all seven areas of learning.

Outdoor play

In Nursery and Kindergarten we ensure outdoors is available for the maximum amount of time. We are extremely lucky to have direct access to such wonderful outdoor areas and grounds.

The chance to connect with the Natural World; first hand experiences of life and growth; endless opportunities for creativity and imagination; improve fitness and physical development. Children playing and learning in an outdoor environment appear more active, absorbed, motivated and purposeful, and develop a more positive attitude to learning. Children will be less inhibited outside, and more willing to join in with activities, talk and come out of their shells. Outdoors is the perfect place to learn through movement, which is one of the four vehicles through which children can learn, the others being play, talk and sensory experiences. All of these happen more naturally outside.

'The Outdoors is the absolute best place for children to be. They are natural explorers and little scientists finding out about the world for themselves with the support of experienced and caring adults. Children will connect with and understand nature, themselves and each other in a deep and meaningful way, because the outdoors is such a rich and stimulating environment. They will explore the changes of the seasons and learn about nature first hand, as well as how to look after themselves and each other'

We are fortunate to have a beautiful site which we use to advantage at the EYFS. There is space where children can run and play freely, embark on nature walks and play on apparatus.

The EYFS children benefit from being included in whole school events. They have opportunities to visit different sections of the school, including the theatre and dining room. Their experiences are enhanced by being a valued part of the whole school.

12. Resources

We plan our resources in order to encourage a positive attitude to learning. We use materials and equipment that support the learning and development of each child and that also reflect the community that the children come from and the wider world. We encourage the children to make their own selection of resources, where appropriate, as we believe that this develops independence and stimulates curiosity.

Monitoring and Review

This policy is monitored by the EYFS coordinator and the team of staff. It will be presented to the Governors for approval and reviewed at least every two years.

Presented to Governors for approval

November 2018

Signed

Date

Mrs Eileen MacAulay, Chair of Governors

November 2018

Review Date: November 2019

Appendix 1

Pownall Hall School Learning Journey Policy

Aims

Pownall Hall School ensures that all children attending the setting have a personal Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.

It will also show children's developmental progress through the different age bands of the EYFS.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development

Procedures

- Each child will have a Key Person allocated to them who will be responsible for the compilation of that child's Learning Journey.
- Pownall Hall School uses an online Learning Journey system (Tapestry), allowing staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent logins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system are moderated by a senior member of staff before being added to the child's Learning Journey.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.
- The Learning Journey is started once the child has started Nursery. During the first term, entries will be made more frequently as staff get to know the children.
- New observational entries to a child's Learning Journey will usually be uploaded within two weeks of the observation being made.
- We will try wherever possible to allocate "Tapestry time" per week to each member of staff to enable them to upload observations.
- Tapestry is not used as a general communication tool between Nursery and home. A child's learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents may contact us through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Security

- The Tapestry online Learning journey system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.
- All staff have DBS clearance.
- All staff have attended Safeguarding Training.
- Passwords are not to be saved to any device.

