



Dixons Allerton Academy

Policy Documentation

EYFS Policy

Responsibility for Review: Primary Head

Date of Next Review: September 2019

Introduction

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

“Early Years Foundation Stage Profile” Department for Children, Schools and Families 2012

At Dixons Allerton Academy we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. It is also important to value and celebrate the joy of childhood. We are committed to capture these moments and ensure that our provision supports and develops children’s natural curiosity and fascination.

Children must experience a range of things during their time in EYFS. These will often include enrichment opportunities that enable children to learn about themselves, their families, their communities and the local world around them.

It is every child’s right to grow up safe, healthy, enjoying and achieving, making a positive contribution. In order to do this they must feel respected, feel valued, believe that their opinions and original ideas are special and worthy and understand the world that they live in.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

Principles

The EYFS is based upon four principles:

- **A unique child.** 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 to encourage and develop a positive attitude to learning.

· **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. Staff at Dixons Allerton Academy focus on holding positive interactions with children that encourage them to think deeply about their learning and how to continually improve.

· **Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

· **Learning and development.** The Foundation Stage Unit 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 unit is set up in learning areas where children are able to find and locate equipment and resources independent

Learning and Development

Learning and development is categorised into three prime areas of learning:

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

Additionally there are four specific areas of learning:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

Achievement of these prime and specific areas of learning is by these characteristics of effective learning:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for ensuring that learning opportunities and provision meets the needs of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations and this involves the teacher and other adults as appropriate.

At the end of Reception all children are assessed against the Early Years Foundation Stage Profile. This is a statutory assessment and information is shared at local and national level. Children who meet the expected level of development at the end of EYFS are said to have attained a 'good level of development'.

Starting School

Reception:

- During the Summer Term prior to starting school the following September the following visits are conducted:
- Foundation Stage staff will visit pre-school settings from which September's intake will be taken.
- Where possible, Foundation Stage staff will visit each child in their home environment.
- Each child and their parents and carers will be invited to spend some time at Dixons Allerton Academy in order to familiarise themselves with both the staff and the classroom environment.
- Families will be invited to come for lunch to see how family dining works

Nursery:

- A home visit is always completed before a child attends their first session in Nursery. This is followed by a visit to the setting with a parent.
- The next steps are decided on an individual basis. If it is necessary, a child will attend with their parent again or even attend for part of the session. Where possible and appropriate, a child attends full sessions immediately after their visit with a parent.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely in the Foundation unit. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a Home- Academy Agreement.
- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- We will hold a parent consultation mid- year to establish how a child is progressing and to discuss targets and next steps.
- We will send home an official end of year report.
- We will publish Key Fact sheets outlining the areas of learning and the overarching theme of the half-term.
- We will run 'stay and learn' sessions every Monday and Friday morning where parents can come into the classroom and stay to learn with their child. Parents can speak to the class teacher or keyworker; see weekly planning; look at their child's learning book and observe what learning opportunities are available in the classroom.
- We will ensure that parents have an online log in so that they can view their child's online learning journey at any time.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.

Intimate Care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. Only permanent members of staff who are known to both the child and family are authorised to administer personal care.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Learning Plans and Provision Maps Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

