



ORCHARD  
HOUSE SCHOOL

# **EYFS Policy**

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## **EYFS POLICY**

### **Introduction**

1. The Early Years Foundation Stage (EYFS) within the school provides for children aged between 3 to 5 years. Children are admitted in the September following their third birthday (Nursery) or their fourth birthday (Reception).
2. The school is a non-registered setting.
3. For all EYFS children aged from three until 31 August following their fifth birthday, both the Statutory Framework for the Early Years Foundation Stage (September 2021) and the Independent School Standards (2019) apply, including the statutory guidance in Keeping Children Safe in Education (September 2021).
4. The EYFS curriculum within the school has been designed to incorporate the learning requirements of the Statutory Framework for the Early Years Foundation Stage alongside elements of the Montessori philosophy.

### **Aims of the EYFS**

5. The school seeks to provide:
  - a high standard of teaching and learning
  - quality and consistency of approach
  - a secure foundation
  - partnership working
  - equality of opportunity
6. The overarching principles of the EYFS are that:
  - every child is unique
  - positive relationships are crucial
  - children require enabling environments
  - children develop and learn in different ways and at different rates
7. The aim of the Montessori philosophy within the school is to view each child as unique and that within each child lies a hidden potential. For this potential to be unlocked, the school needs:
  - to give children the opportunities to develop trust and autonomy.
  - to nurture confidence, self-esteem and courage, enabling the child to embrace new challenges, take risks and act with initiative.
8. Young children joining the school in the EYFS will have had a wide range of different experiences. As a result, they will have a variety of skills and interests and will need a well-planned and resourced curriculum to make optimum progress.

## **Early Years Foundation Stage Curriculum**

9. The curriculum for the EYFS underpins all future learning by supporting, fostering and developing children's individual needs alongside promoting a lifelong love of learning.

10. There are seven areas of learning and development in the EYFS guidance. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and for forming relationships.

11. The prime areas are:

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

12. The four specific areas of learning which strengthen the prime areas are:

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

13. None of these areas of learning and development can be delivered in isolation. They are equally important and interdependent in the support of a rounded approach to child development. All areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. The focus in the EYFS is on a child-centred approach with the understanding that all children progress at different rates. When teaching such young children, it is also crucial to take account of the age of children and, in particular, 'summer born' children.

## **Communication and language**

14. Children's learning and competence in communicating, speaking and listening and beginning to read and write will be supported and extended. They will be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes and will be supported to develop the confidence and disposition to do so.

## **Physical Development**

15. Physical development will be encouraged through the provision of opportunities for children to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They will be supported in using all their senses to learn about the world around them and to make connections between new information and what they already know. They will be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

## **Personal, Social and Emotional Development;**

16. Children will be provided with experiences and support, which will help them to: develop a positive sense of themselves and of others, respect others, form positive relationships, build their social skills, build resilience, understand appropriate behaviour, learn to manage their feelings

and develop a positive disposition to learn. Providers will ensure support for children's emotional well-being to help them to know themselves and what they can do.

### **Literacy**

17. Children will be supported to link sounds to letters and begin to read and write. They will be given access to a wide range of phonic and sight reading material, including poetry, fiction and non-fiction materials to ignite their interest.

### **Mathematics**

18. Children will be supported in developing their understanding and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They will be provided with opportunities to practice and extend their skills in these areas and to gain confidence and competence in their use.

### **Understanding the World**

19. Children will be supported in developing the knowledge; skills and understanding that help them to make sense of their physical world, and community. Their learning will be supported through offering opportunities for them to observe, explore and celebrate a range of religious festivals, encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments', and work with a range of materials. Children will use and develop an understanding of a variety of technological toys and equipment and their use in the modern world.

### **Expressive arts and design**

20. Children's creativity will be extended by the provision of support for their curiosity, exploration and play with a wide range of media and materials. They will be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

### **Planning, Recording and Assessing**

#### **Planning (also see *Planning Policy*)**

21. Thorough planning is the key to making children's learning effective, exciting, varied and progressive. It enables staff to build up knowledge about how individual children learn and make progress. It also provides opportunities for us to think and talk about how to sustain a successful learning environment. This process works best when parallel class teachers in the EYFS plan together.

22. Planning includes all children, including those with additional needs. Plans are therefore flexible enough to adapt to children's interests and experiences. Topic planning takes place on a half termly basis and activity planning occurs on a weekly and daily basis. Reference to the Statutory Framework for the Early Years Foundation Stage and the Montessori methods of education ensures progress and continuity. These two documents are linked and demonstrate that both approaches achieve the same ends.

23. To enable effective learning and development in the EYFS each child is provided with opportunities to establish positive relationships in enabling environments.

24. The EYFS learning and development comprises of: The Development Matters and Early Learning Goals - the 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;

25. The three main characteristics of effective teaching and planning are:

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

26. Organised visits are planned and authorised visitors are invited into the classroom to enrich the curriculum.

### **Recording Information**

27. The children are observed each day. Individual learning journey observations are also carried out so that each child's development can be observed and the EYFS team can plan the next steps to take the individual child's learning forward. Samples of the children's work including photographic evidence is kept in their Early Years Profiles and in workbooks.

28. The EYFS Profile is a way of summing up each child's development and learning achievements. The profile is used in both the nursery and reception classes. It is based on on-going observations and assessments in all seven areas of Learning and Development. Each child's level of development is recorded against the early learning goals.

### **Assessment (also see Assessment Policy)**

29. On-going assessment is an integral part of the learning and development process. Teachers must ensure that they observe children and respond appropriately to help them make progress. Assessments are therefore based on practitioners' observations of what children are doing in their day-to-day activities. Judgments are made on observational evidence gathered from a wide range of learning and teaching contexts. All adults who interact and actively work with the child make contributions to this assessment and information provided by parents will also form a vital part of this process.

30. The information gathered is used for discussion during regular staff meetings, short reports, parent/teacher meetings and for future planning and target setting. At the end of the EYFS all teachers are invited to take part in the moderation program and must provide information about the assessments carried out to the local authority.

31. The children are assessed on entry into nursery and reception. The aim of this assessment is to monitor the progress of pupils and provide immediate information to the EYFS teachers. Regular formative assessment is completed throughout the academic year. (Also see Assessment Policy)

### **SEN including Able, Gifted & Talented (Also see SEN Policy and Able, Gifted and Talented Policy)**

32. It is recognised that there are children of differing ability in all classes, and so suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses

- Setting tasks of increasing difficulty where not all children complete all tasks
- Grouping children by ability and setting different tasks for each group
- Using mixed ability pairings or groups
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups

33. Children with statements of educational need or specific learning difficulties will have their needs assessed and, if appropriate an IEP will be implemented. The school works closely with outside agencies where appropriate, to support children who require speech and language therapy, occupational therapy or intervention from other professionals.

### **EAL (also see EAL Policy)**

34. All EAL children are assessed in English. Various teaching methods are used to ensure that children with English as an additional language are able to access the curriculum. An intervention program may be used if it is appropriate for the individual child.

### **British Values**

35. British values are implicit within the daily routines and in the PSED and Understanding the World planning and activities. These fundamental British values are delivered in an age appropriate manner. These activities link to the school's aims and ethos.

### **Supervision of staff**

36. Early Years staff undertake appropriate training and professional development to ensure they can continually improve the quality learning and development experiences they offer for children. The concept of 'supervision' is a way for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. Supervision meetings happen on a regular basis between the Head of Early Years and each staff member, including teaching assistants and specialist teachers, in order to support their role as key persons working with children and their families. This is in addition to regular staff appraisals and other opportunities for staff training.

### **Staffing Ratios**

37. The staff ratios follow the guidance in the EYFS Statutory Framework as a minimum.

### **Safeguarding (See also Safeguarding Policy)**

38. The name of the Designated Safeguarding Lead and deputies can be found on posters displayed around the school buildings and in the school's appendix to the Safeguarding Policy.

### **First Aid**

39. All early years staff, other than gap students, complete a Paediatric First Aid certificate on appointment. PFA training must be renewed every three years.

### **Key person**

40. Each child is assigned a Key person (Level 6 or above).

**Behaviour (see Behaviour Policy)**

**Risk assessment (see Risk Assessment Policy)**

**Outings (also see Educational visits, exchanges & trips)**

41. A risk assessment (in writing) must be undertaken for all outings, and must include consideration of adult-to-child ratios and the steps to be taken to remove, minimise and manage identified risks and hazards.

**Complaints**

42. There is a formal complaints policy available from the school office for parents and a written record of any complaints, and their outcome is kept. After an inspection by ISI the school provides a copy of the report to parents and/or carers of children.

**Equal Opportunities (also see Equal Opportunities Policy)**

43. We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion and any work undertaken reflects this commitment. Children with educational statements or specific learning difficulties will have their needs assessed and, if appropriate, an IEP will be devised (also see the SENDA and Accessibility plan).

**Resources**

44. The school uses a variety of resources and materials to support and enhance young children's learning, whilst allowing them to explore and develop as individuals. This will take place both inside and outside the classroom, where the children will be exposed to a variety of different resources, thus allowing them to be creative, imaginative and sociable.

45. Resources are regularly reviewed and updated by class teachers and subject coordinators.

**Communication with parents**

46. Communication with parents is extremely important to each child's development. In order not to disturb the children's work cycle, parents are encouraged to use the message book system for routine correspondence. These are checked and signed each morning by the class teacher. Parents also receive additional information through parental handbooks, the school website, circulars, weekly newsletter, twitter, parents' evenings and open events. Parents may also make an appointment with staff and senior staff at any mutually convenient time. Staff may also request additional meetings with parents if necessary.

## **Appendix (EYFS)**

### **Weekly routines OHS**

#### **Nursery (The Den)**

- Children stay 5 mornings per week (8.40 – 12.15) and there are optional afternoons (pick up time 3.30)
- Children attend Lower school assembly once every half term. Those children that stay for a full day attend an EYFS assembly on Friday afternoons.
- As well as being taught by their class teacher, children enjoy a varied curriculum they attend specialist lessons in Music, Eurhythmics, P.E and French.
- Children enjoy daily outdoor activities.
- As and when the individual is ready he/she may take home some reading activities, which will prepare them for their progression to the reception class (Lower I).

#### **Reception (Lower I)**

- Children attend school 5 full days a week (8.40 – 3.30)
- Children attend Lower school assembly once every half term. Lower I children also attend an EYFS assembly on Friday afternoons.
- As well as being taught by their class teacher, they also enjoy a varied curriculum with specialist teachers in Music, Eurhythmics, P.E, French and Computing.
- Children enjoy daily outdoor activities.
- Reading activities are sent home daily. A library book of their choice is taken home once a week.