



Yavneh
Primary School

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EYFS Policy

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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

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Yavneh Primary School children are admitted to Reception in the September following their fourth birthday. There will be a cohort of up to 60 children each year in Reception (30 in each class).

Building Strong Foundations for Life

At Yavneh Primary School 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.

In EYFS we believe that all children are entitled to the best possible start in their school life, in order to enable them to develop their full potential. We aim to support each child's welfare, learning and development as they progress through the Foundation Stage and beyond.

Our Aims

- At Yavneh Primary School we aim to give each child a happy, safe, caring and positive start to their school life in which they can establish solid foundations on which to expand and foster a deeper love of learning.
- For children to know that they are valued.
- To enable each child to develop socially, physically, intellectually and emotionally in their own way, and give them time to achieve to their potential.
- To understand that all children are unique and special, and to help each child to recognise their own strengths, achievements and areas for development through a wide variety of learning opportunities and experiences.

- To plan a learning environment both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities.
- To inspire children through an imaginative and immersive curriculum.
- To help children become independent, self-motivated and entrepreneurial learners, making their own decisions in their learning.
- To help children become curious about the world around them and become inquisitive learners.
- To support children in fostering and nurturing their self-confidence and self-esteem through developing awareness of their own identity and role within the school, local and wider community.
- To teach children to express and communicate their needs and feelings in appropriate ways, and to care for and respect others. This includes those with beliefs and opinions different to their own.
- To develop children's understanding of social skills and the values and behaviour required for people to work together harmoniously.
- To provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.

Our Curriculum

Our curriculum is based around the four principles of the EYFS:

- **Unique Child** – Every child is a unique individual who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through developing positive relationships.
- **Enabling Environments** – Children learn and develop well in environments in which their individual needs are met and there is a strong partnership between practitioners and parents and carers.
- **Learning and Developing** – Children develop and learn in different ways. Practitioners facilitate learning by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

EYFS

The EYFS is split into 7 Areas of Learning. These are divided into Prime and Specific Areas of Learning.

Prime Areas – these are the most important aspects of the EYFS and incorporate children's PSE (Personal, Social and Emotional) Development, Physical Development and Communication and Language.

Children need to develop across these areas to enable them to fully access the Specific Areas of Learning.

Specific Areas – Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Characteristics of Effective Learning

The curriculum is supported by the Characteristics of Effective Learning which explore how children learn and what keeps them motivated to learn and think independently.

1. **Playing and Exploring – Engagement**

Children are finding out and exploring; playing with what they know; willing to 'have a go'.

2. **Active learning – Motivation**

Children are involved and concentrating; Keeping trying to achieve their own goals; enjoying achieving what they set out to do.

3. **Creating and thinking critically – Thinking**

Children are having their own ideas; making links in their learning; choosing ways to do things.

Meeting the Needs of All Children

All children start school at different stages and make different rates of progress. We aim to support all children by:

- 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 and supportive learning environment in which the contribution of all children is valued.
- Monitoring children's progress and taking action to provide support as necessary.

Learning through Play

For young children there is no distinction between work and play. Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking, in both our indoor and outdoor learning environments.

Our Day

We organise the day to provide a balance between the following:-

- Child Initiated Activities – children make choices from within the learning environment to meet their outcomes for learning.
- Adult Initiated Activities – practitioners provide the resources to stimulate and consolidate learning. These activities are taken from the children's needs and interests, as well as relevant Limudei Kodesh topics that link to these.
- Adult Guided Activities – Children engage in planned activities to meet specific learning outcomes. These activities are taken from the children's needs and interests and incorporate their Limudei Kodesh teaching. Examples of these activities are daily Phonics sessions.

Outdoor Play

Outdoor play is a fundamental part of the Foundation Stage and children in Reception have access to the outside area for much of the day, weather depending. Children love and need to be outside and often learn more effectively outside. We plan very carefully for the outside area so that we are offering a range of challenging and motivating activities that stimulate children's development.

Phonics

Children will participate in daily phonics sessions using the Read, Write, Inc. programme in Reception. We will use the Ditty books for children to learn new sounds and to practise blending and segmenting words. Reading books will be sent home at least twice each week, providing children bring back their previous reading books. Reading books will only be sent out once teachers have assessed children's ability to blend and segment words.

Planning, Assessment and Reports

Planning in the EYFS is ongoing, adapted daily and based on the children's needs and interests. Planning takes the form of a phonics plan and a weekly plan, including the Limudei Kodesh learning, such as the weekly Sedra and Aleph Beit.

The main assessment in EYFS is through observation of children's progress. This is recorded in children's Learning Journeys and using our online portal called 'Tapestry'.

Each child will also be a 'Focus Child' at least twice each year, and the child's immediate needs will be planned for that week. Parents will also be asked to contribute and share their child's achievements and needs. There will be a parent meeting after the Focus Week to celebrate their achievements and highlight any ongoing concerns and next steps for the child.

As part of our assessment process we conduct a baseline assessment in October, which will guide us on the expectations for the end of the school year for each child.

Termly assessments using the Development Matters statements will help us to see the progress the children are making and to plan for their next steps. At the end of the school year, a report will be sent home to each family, highlighting the children's achievements and targets for development.

At the end of the Foundation Stage the Foundation Stage Profile is completed for each child and outcomes are reported to parents. The profile provides a picture of a child's knowledge, understanding and abilities and their progress against expected levels. Before your child moves up to Key Stage 1, the information is shared with the Year 1 teacher so that they build a picture of your child before they start the next stage in their learning.

Key Worker System

At the start of the year each child is assigned a key person, which is most likely to be the class teacher or teaching assistant. Their role is to help ensure that every child's care is tailored to meet their individual needs. They help each child to become familiar with the setting and help t build a relationship with parents. The Key Worker will ensure each child's Learning Journey and online Tapestry Learning Journey are kept up to date.

Supervision Arrangements

Appropriate arrangements are in place for the supervision of every staff member who has contact with children and their families. Effective supervision provides support, coaching and training for the practitioner and promotes the interest of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

At Yavneh Primary School, our Supervision Arrangements provide opportunities for staff to:

Discuss any issues, worries or concerns – particularly concerning children's development or wellbeing;

Identify solutions to address issues as they arise;

Receive coaching to improve their personal effectiveness.

Staff appraisals will be carried out to identify any training needs, and secure opportunities for continued professional development for staff. Providers should support their staff to improve their qualification levels wherever possible.

Intimate Care Policy

Please see our Intimate Care policy.

Safeguarding and Prevent Duty

All staff within the Early Years are aware of, and follow the school policies for child protection and safeguarding. They are also aware of our prevent duty policy to ensure the children are safe within our care (see Safeguarding and other relevant policies).

Parents as Partners

At Yavneh Primary School, we recognise the importance of establishing positive relationships with parents to support children's learning and development. We know that parents are children's first and most enduring educators and we value being partners with them in their child's education:

- We conduct a home visit to give parents and children the opportunity to meet the teacher before their child starts in our school.
- All parents are invited to an induction meeting during the term before their child starts school and to a settling-in meeting in September.
- We offer parents regular opportunities to talk about their child's progress, to contribute to their child's learning in their learning journeys and to support their child in the learning environment.
- Parents are encouraged to talk to the child's key worker if there are any concerns. There is a meeting each term at which the teacher and Key Worker (if not the same person) and the parents discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year.
- We arrange a range of activities throughout the year that encourage collaboration between child, school and parents: information workshops, sports day, special learning days, trips etc.

Transition to Reception – Home and Preschool/Nursery Visits

Before each child starts Reception, we endeavour to visit every family in their own home where possible.

The purpose of the home visit is to get to know the child in the environment when they feel most confident.

The class teacher or Head of Early Years will visit the Nurseries or Preschool environments where the majority of our children transition from to gain an insight into the children and their needs and abilities.

Transition to Key Stage 1

The transition from Early Years to Key Stage 1 will be a smooth and well organised process, so when children begin Year 1 their teachers know exactly how to challenge and develop their learning. Teachers will share information with the Year 1 teacher to ensure that the teaching matches the needs of the children.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and Head of Early Years will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Behaviour

Yavneh Primary School is an Orthodox Jewish school that sees good behaviour as an integral part of the ethos of the school. We believe that the *Yavneh Way* is to demand:

- Respect
- Kindness
- Politeness
- Courtesy

in every area of school life.

This concept of the *Yavneh Way* is formulated from our school motto and forms the basis of our ideas on appropriate pupil behaviour.

Please see the school's Behaviour Policy for more information.

Equal Opportunities

All pupils at Yavneh Primary School are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances.

Our Aims:

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.
- To ensure that all the children feel secure, included and valued.
- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity.
- To encourage self-confidence and a positive approach to learning in all children.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning.

Health and Safety

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available.

Medical Needs and First Aid

We keep a note of any medical needs, allergies, and children who need inhalers, piriton, epi-pens. These will be kept away from the reach of children in a clearly identified position. There will be a first aider on site. Parents will be informed of serious accidents, and if a child needs collecting.

Parents/carers are asked to inform us of any foods their children are allergic to or any other dietary requirements (such as Coeliac or Vegetarian).

Healthy school meals

Yavneh Primary School are entitled to a free school meal in Reception and are provided with this. The school meals are carefully catered and follow a healthy food model.

Healthy Snacks

Fruit, milk and water are provided and are available throughout Reception for children to eat. We see snack time as a social event, a time where the children enjoy a drink of water or milk, and a piece of fruit. Our snack bar is available for much of the day. This is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. It also develops independence as the children are encouraged to serve themselves and wash up their own cutlery, crockery and cups where possible.

Taking Photographs

Photographs and videos are taken for the purpose of recording a child or group of children as an effective form of recording their progression in the Early Years Foundation Stage. They may also be used on our website and/or by the local press with permission from the parents.

Only the designated Yavneh Primary School cameras, IPods, iPads or other Tablets or Computers are to be used to take any photos within the setting or on school outings.

Under no circumstances must cameras/iPads/Computers or other Tablets of any kind be taken into the toilet area without prior consultation with the Headteacher.

If photographs need to be taken in the toilet area i.e. photographs of the children washing their hands, then the Headteacher must be asked first and staff to be supervised whilst carrying out this kind of activity. At all times the camera/iPad must be placed in a prominent place where it can be seen.

For more information, please see the Camera Policy.

This policy will be reviewed every one – two years or earlier if necessary.

Date: May 2018

Date of review: May 2020