

Early Years Foundation Stage (EYFS) Policy

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect.
- Resilience.
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves.
- Believing in Excellence for others.
- Believing in Excellence for our environment.

Date of Policy	September 2018
Date agreed by Governing Body	September 2018
Date of next review	September 2019
Lead Member of Staff	Anne Stead, EYFS Lead Teacher

The Cavendish School (Eastbourne) is an exempt charity and a company limited by guarantee, registered in England and Wales with Company Number 8135372. Its registered office is at Eldon Road, Eastbourne, East Sussex BN21 1UE

At Cavendish School we believe all our pupils should have the best possible life chances. Therefore, it is important for all of us to demonstrate the following values of:

Respect

- We value all members of the school community. We act in a way which promotes learning for all.
- We show respect for the school buildings, facilities and surrounding environment.

Resilience

- We work hard to overcome the things we find difficult and do not give up.
- We support others to overcome difficulties to become confident learners.

Responsibility

- We take personal responsibility for our own learning.
- We act in a manner that shows a strong sense of right and wrong.

We believe that these values apply to three important spheres of life:

- **Believing** in Excellence for ourselves.
- **Believing** in Excellence for others.
- **Believing** in Excellence for our environment.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Cavendish School, children can join our pre-school from aged two and join our Reception classes in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

We recognise that every child can become a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, 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/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Cavendish School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Local Offer.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences 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.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging and appropriate activities for children.
- Monitoring children's progress and taking action to provide support as necessary.

Welfare and Safety

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. (See Whole School Safeguarding Policy)

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

(Statutory Framework for EYFS 2017)

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

We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- 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.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe and efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Cavendish we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child during a home visit.
- Children having the opportunity to spend time with their teacher before starting school during the Teddy Bear's Picnic.
- Supporting children through the transition from Nursery to Reception with a staggered intake of children within the first few weeks. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading / phonics, maths and the EYFS Curriculum.
- Encouraging parents to talk to the child's teacher if there are any concerns. There are two formal meetings for parents and one informal meeting in the Summer Term. In the formal meetings the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the parents evenings and also at the end of the year.
- Allowing parents access to their child's learning journey and assessment records through the online package "Tapestry" and through the Home School Books and Reading Records. At parents evening parents are invited to look at class books, including Maths, English and Art.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: information morning, celebration assemblies, Navitiy, Easter Performance, school trips and the summer and Christmas fayre.
- Providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and follows children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded on electronic devices which are connected to the "Tapestry" online assessment package.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further develop individual learning.

Learning and Development

Teachers, Teaching Assistants, and Practitioners and/or Nursery Nurses provide the curriculum in the Pre School and Reception classes.

There are seven areas of learning and development of which three are “prime areas” and four are “specific areas.”

The **prime areas** are:

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

The **specific areas** are:

- Literacy.
- Mathematics.
- Understanding of the World.
- Expressive Arts and Design.

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any prime area gives

cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child. This may also include a discussion with the SENCo in order to access Special Educational Needs support.

At Cavendish:

“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.”

(Statutory Framework for EYFS 2017)

Experiences and activities planned will reflect the different ways that children learn. At Cavendish we support children in using the three characteristics of effective teaching and learning. These are:

- **Playing and Exploring** - children investigate and experience things, and ‘have a go’;
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Statutory Framework for EYFS 2017)

Behaviour for Learning at Cavendish

Pre-School and Reception



Underpinning behaviour for learning at Cavendish:

- Duty of care to safeguard children
- Ethos of the school - Believing in Excellence
- Values of the school - Respect, Resilience, Responsibility
- Pillars for Learning - Engagement, Independent Learning, Challenge and Feedback
- Meeting the teacher standards

In the Classroom

Pupils demonstrate the school values of Respect, Resilience and Responsibility (Our 3 R's) by following the **Pillars for Learning**

Pupils are awarded Pillar Points (Term 2 onwards in Reception only) for showing good attitudes towards learning, linked to the four Pillars

Lessons are planned and Pillars for Learning underpin all planning

Around the school - Our 3 R's:

RESPECT: We have respect for the property of the school and other children

RESILIENCE: We walk around quietly and sensibly, being a good role model to others

RESPONSIBILITY: We help to keep the school environment neat and tidy and encourage others to do the same

In the Playground - Our 3 R's:

RESPECT: We are kind and we respect the right of other children to play without interference

RESILIENCE: We engage with positive play - we try to make sure that all children are happy and that no one is left out

RESPONSIBILITY: We take responsibility for the property of the school and respect that of other children

Rewards

We love to celebrate and reward the pupils for good attitudes towards learning!

Class Based Reward	Personal Reward	Whole school Reward	Headteacher Reward
Positive Praise Stickers Pillar Points - Reception Term 2 onwards	(Reception term 2 onwards) Pillar Points Pillar Points Shop Pizza Reward	(Reception term 3 onwards) Pillar Points Celebration Assembly Primary Phase target and reward	(Reception term 3 onwards) Headteacher Gold Award Assembly Afternoon Tea with Headteacher Postcard home from Headteacher for great work

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Cavendish, there are clear procedures for assessing risk which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment as follows:

- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required;
- A first aid box is accessible at all times and a record of accidents and injuries is kept. First Aid will be administered by trained staff only.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

- A fire and emergency evacuation procedure and policy.
- An E-Safety policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff's own personal use.
- Appropriate clothing. Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level and within the outdoor area.

Transition

From Nursery/Pre-school/home to Reception

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents and children are invited to a Teddy Bear's Picnic and workshops to look around the school, meet the staff and ensure they know about school procedures.
- Each pupil will receive a Home Visit from their Class Teacher and Teaching Assistant and in pre-school from their Pre-School Manager and Key Worker/Practitioner.
- Members of staff from Cavendish make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- A Teddy Bears' Picnic will take place in the Summer Term, to enable pupils to meet one another and all the staff and familiarize themselves with the school environment.
- Children requiring extra support can have additional visits regardless of their setting.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other information contributed by other adults which is judged to be appropriate and useful by the parent/carer and/or teacher.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the child's report together with a short commentary on their skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.