



**POLICY NAME: EYFS Policy**

**MISSION STATEMENT/ETHOS**

**Achieving Success through Understanding, Respect and Endeavour'**

<b>Document Status</b>			
<b>Approval responsibility:</b>	Headteacher Governing Body	<b>Signed:...</b>	<i>Rachel Hogreaves</i>
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### 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and families/carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### 2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.

### 3. Structure of EYFS

At Mowbray School we recognise that the environment plays a key role in supporting and extending each child's development. Learning opportunities, to extend understanding across all key areas of the curriculum, are provided both inside and outside the classroom. We offer stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways across the classroom.

Through play, our children develop their understanding and sense of the world. Activities are set to engage children and always reflect each individual's wide ranging and varied interests. This allows children to be inquisitive, creative, questioning and experimental. At Mowbray, we believe that children

engaging and playing with their peers is vital in their personal, social and emotional development. Through careful planning, we provide endless opportunities for this and when communication becomes a barrier, we provide children with the tools needed to break down barriers and build confidence.

Planned interventions are strategically placed throughout the day, which help develop each child's communication and interactions skills whilst also building and developing engagement time. Adults are on hand throughout the day to support, scaffold and model positive play and extend learning, where appropriate.

A large part of curriculum focus at Mowbray is 'preparation for adulthood' and integrating the pupil's EHCP outcomes. We endeavour to support children in becoming as independent as they possibly can. As part of our routines in EYFS, children are given endless opportunities to become independent learners and thinkers e.g. dressing and undressing themselves and making requests.

All our children are full time between the hours of 9:00am-3.00pm, with regular snacks and lunch time at midday.

#### 4. Curriculum

The intention of our curriculum is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our pupils for each stage of transition and life after school. At Mowbray School, we believe in providing our children with the best possible start to their education and that we establish the building blocks for their future learning from the moment they start with us. We have high expectations of all children and understand the vital role that early intervention has in providing aspirational outcomes into adulthood.

Our curriculum is based around the principles of Preparation for Adulthood and the themes are woven through the whole curriculum offer, from Early Years.

Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop. This ethos enriches our curriculum and is at the forefront of our minds when planning creative, diverse lessons tailored to meet the ever-changing needs of our pupils.

*'SURE stands for 'Achieving Success through Understanding, Respect and Endeavour'*

At Mowbray, we follow a EYFS curriculum that is tailored to meet the individual needs of our children. This is broken down into steps, using the SENIT 2021 Developmental Journal. Using this developmental journal, staff complete weekly plans and make termly assessments in each of the seven areas of learning which are:

- Communication
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Whilst there is a focus on the three prime areas all of our planning is cross curricular themed therefore, there are always ample opportunities to continually provide extensions for learning in all activities set, and always cover a breadth of topics, including all those listed above.

We aim to provide a high-quality teaching and learning environment that is committed to raising standards and ensuring appropriate challenge, where necessary, for all our children. At Mowbray, we realise that the way in which children engage with their environment, underpins the learning and development across all areas. The characteristics of effective learning are:

- Playing and exploring, both inside and outside the classroom,
- Active learning, always stimulating the minds of our children,
- Creating and thinking critically, through adult led and child initiated play,

Incorporating these characteristics into our daily plans supports our children to sustain their motivation and effectiveness as learners.

Alongside our curriculum planning, we are continually providing opportunities for children to achieve their EHCP outcomes. From planning additional interventions to promote Speech and Language to running games to introduce turn taking. Children take part in daily activities to promote their individual outcomes and become successful in achieving them.

## 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff are expected to provide endless opportunities, both adult lead and self-initiated, to allow children to reach their full potential in all seven areas of the curriculum.

Staff always consider the individual needs, interests, and stages of development of each child in their care, and use this information to plan a challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Communication aids, such as choice boards, are used to enhance all learning, allowing every child the possibility to thrive.

Our enriching environment and skill full adult interactions support our children as they begin to explore the world around them, through their senses. Our tailored curriculum recognises the steps of development for each individual child and allows opportunities for outcomes to be regularly met. This could be through structured, well planned activities or engaging play environments where learning becomes child centred and led. Detailed weekly plans allow development for each child whilst also continually providing opportunities to consolidate, apply and extend learning.

At Mowbray, we are committed to a healthy balance of child initiated and adult led activities, where we encourage children to be confident, happy learners, who have the confidence to explore ideas and give things a go. Through carefully, developmentally appropriate planned activities, continually enhanced provision and child led learning, children are given every possible opportunity to succeed.

## 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff 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, the balance gradually shifts towards more adult-led activities to prepare each child for their future at Mowbray, whether it be on the semi-formal, formal-pastoral or formal pathway, in our school.

The features of effective teaching in the EYFS classroom are:

- creating a safe, calm environment that allows children to be happy and feel secure in school,
- understanding each of our children and the complex needs they may have
- following a tailored curriculum to support and scaffold our children, whilst promoting success and achievement,
- using a range of approaches in the classroom to enable all learners to feel included in every activity,
- using a variety of behavioural approaches to ensure children are safe and happy learners
- using visual stimulus to support communication, every day,
- creating a carefully planned, well thought out, day that enables children to succeed in the prime areas of the EYFS framework whilst carefully considering individual EHCP outcomes,
- allowing provision to capture the hearts and minds of our children, enough to inspire play based learning and peer to peer interactions,
- ensuring provision and all activities gives opportunities to build on, extend their interests and develop their social and emotional abilities,
- enriching planning, where appropriate, and giving ample opportunities for indoor and outdoor learning,
- identifying the needs to each individual and noting progress and future learning needs, through detailed observations,
- securing good relationship with staff in our school, so when children progress through the pathway/school, standards remain the same and children continue to thrive,
- setting clear aims and outcomes for all work, whether it be working towards EHCP outcomes or within the prime areas of the EYFS framework.
- continuous professional development of staff, insuring staff are up to date with all regulations and advice

## 5. Assessment

At Mowbray School, ongoing assessment is an integral part of the learning and development process. Staff continually observe children to identify their level of achievement, interests and learning styles. The observations made are used to shape future planning, most importantly, weekly plans. At Mowbray, observations are made using the online platform 'Evidence me' and all observations are shared with parents at the end of each half term. Staff take this into account when creating all observations.

Within in the first six weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RDA), where appropriate.

At the beginning of the year, staff will assess all children using the 'Development matters' framework. Within this, pupils are assessed against the 7 areas of the EYFS curriculum, indicating whether they are 'emerging, developing, exceeding' in each area. At the end of the academic year, children will be assessed again to monitor progress.

Observations and assessments are moderated both internally and as a cluster (local schools, including SEND), to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Using the Development Journal taken from SENIT 2021, staff make termly assessments which cover all aspects of the seven areas of learning, which is broken down into sub categories. This information informs future planning allowing staff to tailor the curriculum, specifically addressing misconceptions and extending learning on a weekly basis.

Alongside our curriculum, staff ensure that daily interventions run alongside daily activities to allow every opportunity for EHCP outcomes to be met. These are monitored termly on an internal ECHP outcomes checker and discussed at annual reviews alongside professionals.

## 6. Communication (SaLT)

Promoting communication in Mowbray is hugely important and an integral part in the Early Years Framework. Communication, at all levels, is required in all areas of the curriculum.

We work closely with Speech and Language therapists, within the NHS, to ensure children given detailed intervention plans which are reviewed in each EHCP review.

To aid communication in Early Years we use communication aids such as 'choice boards, now and then boards, Clicker Communicator, PECS symbols, Makaton and specialist SALT interventions such as Attention Autism.

## 7. Working with families

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Parents have an important role to play in the education of their child. At Mowbray, we believe that it is important all staff, especially those in Early Years, are working in close partnership with parents and other adults. When both parents and practitioners work together closely, the results have a significant positive impact on a child's development and learning. To promote this, we use 'Class Dojo' which is our way of showcasing daily learning and communicating through messages, with households.

We recognise the integral role a parent and/or carer plays and work seamlessly with families to promote educational development both at home and school. We do this through:

- Talking to parents about their children before they start school,
- Inviting all parents to an induction meeting during the term before they start,
- Offering parents to attend regular parents evenings to discuss their child's progress,
- Sharing online learning on Dojo and Evidence me, our online learning platforms,
- Encouraging parents to access, view and comment on their child's learning,
- Encouraging parents to talk to staff if they have any concerns.
- Promoting EHCP outcomes.

Each child is given a key worker that will build positive relationships with each parent/carer to ensure key information is shared from both home and school.

## 8. Safeguarding

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For children aged 2, we have at least 1 member of staff for every 5 children

For children aged 3 and over:

Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children

Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by We promote good oral health, as well as good mental health in general, in the early years by talking to children about:

The effects of eating too many sweet things

The importance of brushing your teeth

We follow **statutory guidance** for safety around supervised tooth brushing.

## 9. Monitoring

This policy will be reviewed and approved by the Early Years team, every year. At every review, the policy will be shared with the governing board. We engage with our EYFS School Improvement partner from NYCC.