



Kindness • Responsibility • Challenge

# Grouville School

Always be the best you can be

## Grouville School Early Years Foundation Stage (EYFS) Policy 2023

Article 28: Every child has a right to an education.

Article 29: Every child has the right to be the best they can

UNRC Article 3: Everyone who works with children should do what is best for each child

### **Rational:**

At Grouville school we value the importance of the Early Years Foundation Stage (EYFS) not only in its own right as a unique stage of development, but also in laying the foundations for all future learning. We recognise that 'a child's experiences between birth and age five have a major impact on their future life chances' (DfES 2017) and as such we strive to achieve excellent outcomes for all pupils in our EYFS.

### ***Grouville School will...***

- Ensure that the safe-guarding and well-being of all children in the EYFS is given paramount importance and that all staff are vigilant and adhere to relevant policies and procedures (e.g. Safeguarding, Child Protection, Health and Safety etc.).
- Ensure that all staff working in the EYFS are well qualified, skilled and have a good pedagogy of how young children learn and develop.
- Ensure that our EYFS is built upon the four guiding principles: *a unique child, positive relationships, enabling environments and learning and development.*
- Ensure that staff use up to date guidance materials as suggested by the Education Department as a means to supporting a child's learning and development.
- Be committed to providing continuous professional development (CPD) for all EYFS staff to ensure high quality teaching for all.
- Ensure that all groups of children make good or better progress and are well prepared for the next stage of their learning journey.
- Evaluate the impact of the EYFS and prioritize areas for development.
- Provide sufficient budget to purchase resources to create a stimulating learning environment and professional reading material.

### **EYFS Staff Members will...**

- Have a good knowledge of all relevant EYFS documents and current pedagogy.
- Plan, deliver, assess and evaluate the 7 areas of learning through a balance of high-quality adult interactions, child-initiated play experiences and adult-led sessions.
- Provide a safe, inclusive and dynamic learning environment both indoors and outdoors (please refer to Environment expectations).
- Underpin provision and practice with the four themes of the Early Years Foundation Stage (A Unique Child, Positive Relationships, Enabling Environments, Learning and Development).

***As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).***

- Recognise and promote the importance of 'play' as a powerful means by which young children learn.
- Encourage and support children in becoming confident, active and independent learners who have a fascination for learning and strong characteristics of effective learning.
- Take time to listen and respond to all children, respecting each child as a unique individual.
- Work in close partnership with Parents/Carers and outside agencies to ensure the best possible outcomes for each child.
- Ensure there is a gradual transition into, between and out of EYFS which caters for the needs of the cohort.
- Plan in the moment by maximizing the potential of every 'teachable moment'.
- Record 'Wow' and 'Teachable moment' observations via Tapestry.
- Carry out on-going formative assessments by using a range of methods including snap-shot and narrative observations, samples of work, photos, 1:1 assessments (e.g. phonics) and information provided by Parents/Carers and use information gathered to inform planning and provision.
- Complete the EYFS Profile for each child at the end of the Reception year indicating whether a child is working at an emerging or expected level for each of the Early Learning Goals and share this information with Year 1 teachers, Parents and the Education Department.
- Attend any relevant EYFS training and meetings and disseminate information to all staff.
- Offer and carry out home visits for all children on entry to Nursery and pre-school setting visits/home visits where necessary for all new children starting Reception.
- Reflect on practice and be forward thinking.
- Plan visits and invite visitors in to enhance learning experiences.
- Effectively implement other school policies as necessary.
- Monitor each child's progress and act to provide support by working in partnerships with the Special Educational Needs Co-Ordinator (SENCo) and other outside agencies as necessary to remove barriers to learning and adapt provision to increase access and engagement.
- Ensure all children and parents are treated fairly, regardless of race, gender, religion, ability or socio-economic status.
- Meet regularly to carry out internal moderation to ensure judgements are consistent and accurate.

#### **Parents/Carers will be...**

- Warmly welcomed into the EYFS and valued as their child's first educator.
- Invited to an Induction Evening prior to starting Nursery and Reception and Parent Workshops/Events throughout their child's time in EYFS.
- Encouraged to work in partnership with the members of staff in their child's class. This will include being asked to share information on their child's interests and achievements at home.
- Be provided with feedback via the Focus Child Cycle which celebrates their child's individual strengths and outlines next steps.
- Receive an end of year summary report (ELG Profile at the end of Reception).
- Be informed of any concerns regarding their child's development as outlined in our Special Educational Needs and Disability Policy (SEND) and be involved in where necessary contributing to One Page Profiles and Learning Plans.
- Receive a Weekly Update, Termly Curriculum overview and School Newsletters.
- Encouraged to share their knowledge, skills, experiences and enthusiasm with the children in the EYFS (e.g. Visiting to talk about job / accompany trips).

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## **Monitoring and Evaluation:**

### **Early Years Phase Leader will:**

- Lead the development of the EYFS, ensuring there is consistency and progression between Nursery and Reception.
- Monitor and evaluate teaching, planning and provision.
- Carry out Pupil Progress meetings and analyze data, providing achievement reports.
- Provide guidance and support to EYFS staff as required.
- Review and monitor policies specific to the EYFS.
- Report to the Head and SLT on the successes and development of the EYFS.
- Set ambitious targets and keep up to date with new initiatives/ developments and resources specific to the EYFS and share within Early Years Phase meetings.

### **Subject Leaders (SAs) will:**

- Provide support related to their area of responsibility when requested by the Early Years Phase Leader or EYFS teachers.

### **School Leadership Team will:**

- Monitor Teaching, Learning & Assessment.
- Provide support as requested by the Early Years Phase Leader

### **This policy should be read in conjunction with the following Grouville School policies:**

- Safeguarding
- Intimate Care
- Data Protection
- Behaviour
- Special Educational Needs & Inclusion
- Digital Safeguarding
- Volunteers

### **Monitoring and Review**

**Updated:** April 2023

**To be reviewed:** April 2024

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