



Griffin Primary School

EYFS Policy



1	Summary	EYFS Policy			
2	Responsible person	Louise Smith			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Senior Leadership Team and EYFS Team			
6	Who has been consulted and recommended policy for approval	Local Governing Body			
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1. EYFS Mission Statement

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.

(The Statutory Framework for the Early Years Foundation Stage.' DfE December 2023).

Our mission at Griffin Primary is to provide the high-quality and safe environment needed for children to thrive. We seek to provide quality and consistency, a secure foundation, partnership working and equality of opportunity. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children join our nursery in the term after they are 3 years old. They join our reception classes at the beginning of the school year in which they are five.

The EYFS is based upon four principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- children develop and learn at different rates

A Unique Child



At Griffin Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments so we begin to build links with the families from the very beginning. We observe how each child learns to gain an understanding of the characteristics they need to develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals and do not discriminate because of differences. All children at Griffin Primary School are treated fairly regardless of race, religion, gender preference or stage of learning. We teach the children that practice and effort lead to learning and improvement. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. We closely follow all protocols set out in the school's safeguarding policy.

2. Positive Relationships

At Griffin Primary School we children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts our school



- inviting the children to spend time with their teacher in the classroom before starting at school
- inviting all parents to an induction meeting during the term before their child starts school
- providing termly updates on progress via telephone or in person
- providing parents with a written report on their child's attainment and progress at the end of each school year
- encouraging parents to contribute to observations using Tapestry
- inviting parents to 'Stay and Play' sessions
- inviting parents to share in special learning activities with their children
- holding workshops to help parents support at home

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them. The EYFS teachers meet with staff to discuss new intake children and regularly meet to ensure consistency of teaching, learning and safeguarding.

3. Enabling Environments

At Griffin Primary School the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child-initiated activities, reflecting the topic where they can develop a wide range of skills. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. We plan a curriculum around key, enriching texts, both fiction and non-fiction to engage the children and enrich their vocabulary and language.

Observation, Assessment and Planning

Planning within the EYFS starts with the Long-Term Plan. There is also a detailed Scheme of Work which details learning experiences and key content that must be taught within a half term. We plan firsthand experiences and provide opportunities for challenges appropriate to the development of the children; considering children's next steps in learning and their interests. Planning is undertaken as a phase, including support staff so activities and environments reflect ongoing needs and are based on the most up-to-date observations of the children.

In the EYFS, assessment of attainment and progress is based on observation, discussion, questioning, book work and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded using Tapestry, an online learning journey.

Each child's progress is also recorded against 17 assessment scales derived from the ELGs (Early Learning Goals) at the end of the Reception year. Each week, both Nursery and Reception gather relevant observations and profound moments in that child's learning journey with us, this is then shared with parents via Tapestry.



4. Learning and Development

At Griffin Primary School children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning. The staff facilitate this learning and follow children's ideas and initiatives. They move the children's learning on, assessing within the 0-3 years, 3-4 years and Reception bands, assessing finally in the summer term at the end of the Early Years against the Early Learning Goals.

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime areas:

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

Specific areas:

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

These areas are delivered throughout the topic and link closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. The adult leads phonics, maths, writing, reading and topic sessions.

The EYFS classes have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active- linking the indoors and outdoors together.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and exploring

Children will have opportunities to investigate and experience things, and 'have a go'.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development. 'Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems'.



Active learning

Children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

‘Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.’

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically

We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

‘When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.’

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

5. Learning through play

Children’s play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children’s development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children, fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas, learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

This policy will be reviewed every two years.