



# LOCHINVER HOUSE

## EYFS Policy

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This is an overarching EYFS Policy in accordance with the statutory framework for early year's provision. All relevant school policies cover EYFS provision as highlighted in our policy documents. This specific policy provides the links to those other policies in order to maintain a holistic view of EYFS provision in the school and to identify any specific focus as required by the framework.

EYFS 2017 Statutory Framework states, "Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up."

In line with EYFS, at Lochinver House School we seek to provide:

- quality and consistency in both reception classes, so that every pupil makes good progress
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual pupil and are assessed and reviewed regularly
- partnership between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every pupil is included and supported.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In Lochinver House School, children join us full time at the beginning of the school year in which they are five.

The EYFS is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **A Unique Child**

We recognise that every child is 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. Pupils in reception attend Pre-Prep assemblies where they receive certificates and praise for good work. Pupils receive individual and team rewards to encourage them to develop a positive attitude to learning.

## **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All pupils in the school are treated fairly regardless of race, religion or abilities. All pupils and their families are valued within our school.

At Lochinver we believe that all our pupils matter. We give our pupils every opportunity to achieve their best. We do this by taking account of our pupil's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our pupils. When planning lessons, we consider each child's unique needs. They may be pupils with special educational needs, pupils who are more able, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our pupils through:

- Planning opportunities that build upon and extend pupil's knowledge, experience and interests, and develop their self-esteem and confidence
- Using a wide range of teaching strategies based on pupil's learning needs
- Monitoring pupil's progress and taking action to provide support as necessary
- Providing additional 1:1 support for those that need extra time to consolidate learning
- Planning challenging activities for pupils whose ability and understanding are more advanced
- Providing a wide range of opportunities to motivate and support pupils and to help them to learn effectively
- Providing a safe and supportive learning environment in which the contribution of all pupils is valued
- Using resources which reflect diversity and are free from discrimination and stereotyping, including EAL 'Home school scrap books' kept in class book corners.

It is important to us that all pupils in the school are 'safe'. We aim to educate pupils on boundaries, rules and limits and to help them understand why they exist. We provide pupils 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 wellbeing of all children. See Lochinver House School's Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedures.

## **Welfare**

"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." (EYFS Statutory Framework).

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

- Promote the welfare 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 efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

## **Positive Relationships**

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the pupils 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 and encourage them to play an active part in their child's education both at home and at school.

We recognise the role that parents have played, and their future role, in educating the pupils. We do this through talking to parents about their child during their first week of starting in our school, consisting of an half an hour consultation asking and answering questions.

The pupils have a staggered start so they have time to become comfortable and familiar with their setting, teacher and teaching assistant. The pupils start in small groups and stay for half days for the first couple of weeks.

All pupils are assessed prior to entry into Reception in order to ensure that they are ready for the curriculum taught in Reception and beyond. This assessment forms the first piece of their academic profile.

A baseline will be established during the autumn term on all pupils entering Reception or on entry during the year. Each pupil's initial level of development is recorded against Lochinver's 'Reception Goals'.

The pupils partake in termly assessments to track their progress. Feedback from these assessments are shared in the format of 'Pre prep termly reports' sent to parents. Furthermore, parents receive digital copies of their child's 'Learning Journal' every half term, displaying visual and written descriptions of progress. Each term parents are also invited in for drop in sessions and to view work in and around the classroom. Parents are also encouraged to write 'Magic Moments' to capture observations of learning and achievements at home.

Within the final term of the EYFS, we provide a final report to parents, reporting their progress. We invite parents in for a fifteen minute consultation to discuss the final report and looking forward to year one. Parents are provided with the complete digital copy of their child's Learning Journal.

## **The Learning Environment**

The Reception classrooms are organised to allow pupils to explore and learn securely and safely. There are areas where the pupils can be active, be quiet and rest. The rooms are set up in learning areas, where pupils are able to find and locate equipment and resources independently. The classes have an enclosed outdoor area allowing a range of different types of outdoor learning. This has a positive effect on the pupil's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the pupils the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the pupils to access outdoors that help them to develop in all 7 areas of learning.

## **Learning and Development**

We recognise that pupils learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

## **Teaching and Learning Style**

The Curriculum Policy defines the features of effective teaching and learning in our School. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in the rest of Pre Prep and the Senior department. Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our pupils feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how pupils develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps pupils work towards Lochinver's 'Reception Goals';
- The provision for pupils to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for pupils to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

- The identification of the progress and future learning needs of pupils through observations, which are shared with parents;
- The good relationships between our school and the settings that our pupils experience prior to joining our school.

In planning and guiding pupil's activities, we look at the different ways that pupils learn and reflect these in their practice. The three characteristics of effective teaching and learning are:

- Playing and Exploring - pupils investigate and experience things, and 'have a go'
- Active learning - pupils concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things

"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." (Early Years Foundation Stage)

Through play our pupils explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and 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. They express fears or re-live anxious experiences in controlled and safe situations.

### **Active Learning**

"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." (Early Years Foundation stage)

Active learning occurs when pupils are motivated and interested. Pupils need to have some independence and control over their learning. As pupils develop their confidence they learn to make decisions. It provides pupil with a sense of satisfactions as they take ownership of their learning.

### **Creating and thinking critically**

"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." (Early Years Foundation Stage)

Pupils should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Pupils can access resources freely and are allowed to move them around the classroom to extend their learning.

### **Areas of Learning**

The EYFS is made up of seven areas of learning, which include the prime areas of learning and the specific areas of learning.

Prime areas of learning:

- Communication and Language
- Physical Development
- PSED,

Specific areas of learning:

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

None of these areas can be delivered in isolation from the others. All areas are delivered through a balance of adult led and child initiated activities, with the balance between these deliveries moving towards more adult led as the pupils approach the end of the Reception, and Year One. In each area there are Lochinver's 'Reception Goals' that define the expectations for most pupils to reach by the end of the EYFS, as well as 'Exceeding judgements' for those that go beyond expected level.

### **Monitoring and review**

- It is the responsibility of the EYFS teachers to follow the principles stated in this policy.
- Priorities relating to the EYFS will be identified in the Development Plan as appropriate. Management roles and responsibilities will be reviewed in line with the Performance Management.
- Relevant staff training and development needs will be outlined in the Development plan.
- The Head of Pre Prep will carry out monitoring of the EYFS as part of the whole School monitoring.
- Whole school policies equally apply to the EYFS, as they incorporate the mandatory requirements.

### **Staff supervision**

EYFS staff receive regular supervision to enable them to perform at their very best within the statutory framework and to ensure that information regarding the welfare of pupils is shared in a suitable manner.

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Policy Reviewed: 04.07.2017  
Policy Review Date: 03.07.2019  
Policy linked to: Able and Talented Policy, Accessibility Policy, Admissions and Attendance Policy, After School Care Policy, Anti-bullying Policy, Assessment and Recording Policy, Behaviour Management, Reward and Sanctions and Exclusion Policy, Curriculum Policy, Data Protection Policy, Educational Visits Policy, English as an Additional Language Policy, EYFS Risk Assessments, EYFS Supervision Policy, Equal Opportunities Policy – Pupils, Fire Risk Assessment and Fire Procedures Policy, Fire Safety and Evacuation Policy, First Aid Policy, Health and Safety Policy, Intimate Care Policy, Learning Support Policy, Marking and Feedback Policy, Medical Provision and Medicines Policy and Procedures, Missing Child Policy, Privacy Notice, PSHEE Policy, Pupil Collection Policy, Safeguarding and Staff Behaviour and Code of Conduct Policy, Supervision of Pupils Policy, SRE Policy, Spiritual, Moral, Social and Culture Policy, Sun Protection Policy, Visitor and Visiting Speaker Policy and Procedure, Whistleblowing Policy.

The Head of EYFS and Pre Prep is the named practitioner responsible for behaviour management issues regarding Early Years pupils.

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