



St James & Emmanuel
Academy Trust

Didsbury CE
Primary School 

West Didsbury CE
Primary School 

St Wilfrid's CE
Primary School 

Didsbury CE 
Primary School

**EYFS
Policy**

Early Years Foundation Stage Policy

At Didsbury CE, St Wilfrid's CE and West Didsbury CE School we use the EYFS to ensure that children receive a quality experience that supports their development and learning. The EYFS is divided into 4 themes:

- 1. A unique Child**
- 2. Positive relationships**
- 3. Enabling environments**
- 4. Learning and Developing**

At Didsbury CE, St Wilfrid's CE and West Didsbury CE School, we ensure a quality experience for children in the following ways:

1. A unique child

1.1 Child development

- Staff spend time playing with and talking to each child to get to know them
- Staff are trained in child development
- Observations of the children are carried out daily
- Staff listen to children and have time for them
- There is a rich variety of activities on offer
- We offer continuous provision both inside and outside
- We communicate well with parents/ carers
- Home visit/school visits before children start school
- Staff develop loving relationships with the children

1.2 Inclusive practice

- Children develop a good knowledge of other cultures through celebrations and festivals
- We identify SEN children as early as possible
- We discuss concerns with parents and carers
- We form links with outside agencies
- We recognise children's unique qualities and identify some as Gifted and Talented
- The learning environment encourages equal opportunities through resources aimed at both sexes which reflect a multicultural society.
- Staff support children in making friends
- We have an open door policy for parents and parents are actively encouraged to help in the classroom
- We offer a welcoming, friendly environment

1.3 Keeping safe

- We have 4 golden rules which encourage good behaviour. These are:
- Be kind and gentle
- Look after our things
- Listen carefully
- Always do your best

- Behaviour system encourages good behaviour. Children start each day with their photo on the green circle. If they behave exceptionally well, their photo is moved to the gold circle. If they break the golden rules, their photo is moved to the amber circle. Persistent unacceptable behaviour leads to a child's photo being moved to the red circle and that child must see the HT.
- The behaviour system is shared with parents
- The learning environment is assessed for beneficial and harmful risks
- Independence is encouraged. Children take increasing responsibility for their own safety within a safe and secure environment
- Beneficial risk taking is encouraged as children develop an awareness of their own limitations.

1.4 Health and Well-being

- Staff listen to parents/carers
- We offer a stimulating indoor/outdoor environment
- There is a structure to each day which provides a stable environment for children.
- All staff are trained in safeguarding procedures and report to the child safeguarding officer- The Head of School/P Mulligan
- We promote a healthy lifestyle through healthy snacks, education about healthy living and following healthy schools guidance
- Children who need to rest are offered a sleep time during Nursery. There is a quiet area in each classroom for children who need to rest.
- Accidents are reported in the accident book and parents informed.
- At least one member of the EYFS team is qualified in paediatric first aid. Other members of staff are to be trained.
- Medication procedures are followed
- Parents are informed when children are unwell

2. Positive Relationships

2.1 Respecting each other

- Staff talk to children about their feelings
- We use circle times to discuss issues of importance to the children
- Children are treated fairly, regardless of race, gender, religion or ability.
- Staff support children in making friends
- Staff support children in dealing with difficult relationships
- Staff model good relationships with each other
- Staff encourage each other. We recognise and use our varied skills
- Teamwork is developed through weekly phase meetings, informal support and friendship
- Staff build relationships with the parents/carers, by making time at the beginning and end of the school day to chat.
- Staff listen to parent's views through informal chats and more formal questionnaires.

2.2 Parents as partners

- Parents are welcomed in the morning. Time is made for them to talk to staff on a daily basis.
- A weekly letter is sent to parents informing them of our activities and lessons.
- Parent teacher interviews are held twice a year
- Questionnaires are sent out periodically to inform staff.
- Parents are encouraged to help in the learning environment
- An Information booklet is given to parents at the beginning of EYFS
- Home visits are carried out before children start school
- Contributions to records from parents are encouraged
- A parenting course has been offered – Webster Stratton.
- We have a PSA who supports parents on a weekly basis
- Reading records provide another avenue for parents to communicate with the school
- Children whose parents do not see the staff regularly, have a home/school book to enable daily communication with staff.
- We celebrate festivals from other cultures
- Reports are sent out annually to inform parents of their children's attainment and achievement
- Male carers are encouraged to support children, particularly with writing.
- A parents meeting is held in July each year for parents of children starting in the following academic year.
- Meetings are held to inform parents about teaching methods and pedagogy.
- Parental feedback is encouraged in all areas

2.3 Supporting Learning

- Staff develop good relationships with children and carers
- Observations are carried out on a daily basis to inform planning. These may be incidental, anecdotal or in depth observations.
- Observation summaries are carried out periodically
- Staff offer cuddles to children when they need emotional support.
- Staff kneel or sit on the floor in order to communicate with children at their physical level.
- Staff play with the children
- Time is made for 1 to 1 chats with children
- Work is differentiated with at least 2 differentiated groups for maths and phonics.
- Staff give praise and encouragement to children
- Staff encourage children's independence but know when to intervene.

2.4 Key Person

- In Nursery, each member of staff has a key group of approx 13 children.
- Children are taught in their key groups for most sessions in Nursery

- The key person develops a special bond with the children in their key group.
- Children know who their key person is and go to them when they need support
- The key person contributes to records for their key group but the teacher is ultimately responsible for such records
- The key person is present at parent teacher interviews.
- The key person develops close relationships with the parents of their key group.
- Transition from one class to another is supported

3. Enabling Environments

3.1 Observation, Assessment and planning

- Cycle of observation, planning and evaluation in place
- Observations are analysed and next steps planned
- Incidental, anecdotal and in depth observations are used.
- A variety of adults contribute to observations including lunchtime staff and parents
- Observations, photographs and children's work are kept in each child's learning journey book.
- Target children are noted each week on planning
- Plans are evaluated and annotated
- Observations are discussed with parents
- EYFS Learning objectives are present in the planning
- We use summative assessment – End of phase/aspect Letters and sounds, maths, end of topic
- EYFSP completed each year
- Data collected for EYFSP throughout EYFS
- Learning tracked through use of eRoA
- EYFSP in house moderation held each half term
- Contributions are made to CAF

3.2 Supporting Every Child

- We offer:
- A range of experiences
- Safe happy environment
- Child initiated learning
- Challenging environment
- Records are passed on from previous setting and used to inform planning. EYFSP data is passed on to Y1 teacher
- Experiences build on children's interests
- Extra support/challenge is given where appropriate
- We Involve people from community e.g. vicar, police, firemen, parents/staff from outside EYFS

3.3 The Learning Environment

Outdoor

- Continual outdoor provision for the majority of the day.
- All areas of learning addressed outdoors
- Flower and vegetable beds used by children
- Children are encouraged to play outside in all weathers.
- Children learn to play safely

Indoor

- Indoors – writing area, book area, listening area, construction, small world, art, creative workshop, chill out area, role play, investigative table, malleable, sand, water, ICT, maths table, snack bar.
- We encourage hands on learning- mini beasts, chicks, growing plants
- Children trained to look after environment

Emotional

- We develop close, loving, relationships with children.
- Children are encouraged to be Independent learners
- We make time to listen to children

General

- Children help tidy and get toys out
- New toys, resources frequently introduced
- Staff model how to play with resources

3.4 The Wider Context

- Involvement with outside agencies: speech and language; school nurse; Bilingual support; librarians, social workers,
- Involved with community: Church visits, clergy, allotment visit, park visit, pizza express visit.
- Parents and staff from religious groups visit class to talk about celebrations.
- Children who attend church see staff at church
- Transition made easier through school and home visits; parents encouraged to stay until child settled, visits to next teacher in summer term, celebrations held with whole FS together.
- EYFSP data shared with Y1 teacher.
- New record keeping system shared with next teacher or other setting if child moves.
- Regular communication with KidzKingdom

4 Learning and Development

4.1 Play and Exploration

- There is play based learning in EYFS and Y1
- We offer a stimulating and challenging environment
- Regular changes are made to keep the children's interest
- Adults model how to play with new resources
- Adults intervene when appropriate to extend learning
- Adults intervene when play is inappropriate (guns, sexist etc)
- Children are given resources from lessons to play with independently eg silly soup
- Children encouraged to participate in boisterous noisy play outside.

4.2 Active Learning

- Children are encouraged to develop independence through child initiated play.
- Children feel safe and secure – able to initiate own learning
- Staff keep reviewing environment to ensure that it is as inspiring and accessible as possible
- Staff attend regular CPD to enhance their knowledge and improve practice

4.3 Creativity and Critical thinking

- Cognitive games played every week in Nursery
- We encourage sustained, shared thinking
- Responsive, trusting relationships are developed between children and adults – listen to children
- Children are allowed to move resources from one place to another to make connections
- Children's creative work is individual, not too adult led. – creative workshop, writing table, outdoor writing/drawing
- The Learning journey book documents work done by children in photos and children's own work

4.4 Area of Learning and Development

- Each of 7 areas of learning addressed each week in planning (see enabling environments section)
- Learning objectives taken from EYFS document and recorded on planning.
- Planning identifies Learning objectives from different development phases
- Learning environment facilitates learning in all 7 areas of learning
- Learning at the end of EYFS is assessed in EYFSP