

INWOODS SMALL SCHOOL
EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Last Review Date	August 2018
Policy endorsed by	The Trustees & Head Teacher
Policy is maintained by	Head Teacher
ISI reference	E1, E7
Next review date	August 2019
Review body	Head Teacher

Rationale

We acknowledge the statement that *“Every child deserves the best possible start in life and the support that enables them to fulfill 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.”* (DfE 2012)

We believe it is essential to create an environment of care and sensitivity to individual needs and rhythms of learning, so that each child feels valued, motivated and confident to meet new challenges, and grow to enjoy a wide variety of learning opportunities.

Aims

- To promote the social, emotional, physical, spiritual and intellectual development of each child.
- To provide a stimulating and safe environment for learning where children can engage in first hand experiences.
- To support and extend children’s learning through purposeful observation, noting and interaction.

Organisation

- The EYFS consists of children of 3 Reception age (4 year olds) who are mixed with the Year 1 children in the Oak House classroom. The total group size is not more than 14. They have easy access to the outdoor environment that facilitates the learning opportunities created by the natural world and specific play features. It is staffed by two teachers.
- The EYFS Teacher is responsible for the management of the Foundation Stage in the Reception group as well as the Year 1 children.
- The Inwoods Head Teacher is responsible for the overall management of the Foundation Stage.

Role of the Early Years Foundation Stage Teacher:

- Lead the development of the Foundation Stage within the Year 1 class.

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- Review and monitor by discussion with all teachers of Inwoods.
- Report to the Head Teacher on the learning and development of the EYFS within the Year 1 class.
- In conjunction with the Head Teacher review and monitor the policies specific to EYFS.
- Focus efforts to continually review and promote the curriculum.

Curriculum

Inwoods Small School has been exempt by the DfE from the learning and development requirements of the EYFS for children aged 3 and over. However, we are aware of the four main principles of the statutory Framework for EYFS:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development – Children develop and learn in different ways and at different rates.

And the seven areas of learning - three prime areas and four specific areas:

- Three Prime Areas
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
- Four Specific Areas
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts & Design

We understand these overarching principles aim to improve outcomes. They reflect that it is every child's right to grow up safe, healthy, enjoying and achieving, and making a positive contribution. We greatly value the important role that the Early Years Foundation Stage plays in laying secure foundations for future learning and development. At Inwoods Small School Play underpins the delivery of the EYFS Curriculum.

We believe that learning is holistic and none of the areas of learning can be delivered in isolation. All areas are delivered through a balance of adult-led and child-initiated activities. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning.

Inwoods offers a holistic, caring platform for a curriculum that supports the full development of the children. What follows is a short synopsis of our approach to the EYFS key areas of learning:

- Communication, Language and Literacy. The children learn together in mixed age and ability groups, guided in learning from and with each other. Older children not only help the younger ones, but the younger children aspire to the work and learning that they see taking place around them. The small groups allow for both functional and social communication, listening, and sharing, in a friendly atmosphere with a lot of emphasis on the understanding of the self and others, and with real work on communication. They are frequently read to, they learn songs, poems and rhymes and progress at the right time from pre-literacy skills to reading and writing. Because of the small class size, this right time can be attuned to when the child is ready – this is

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assessed not only by interest and joy in learning to read and write, but the child's dexterity and ability to retain the information given, and their pace of progress. The curriculum includes Montessori language activities, which allow the children to progress at their own pace, encouraging repetition. A child who is ready to read and write, progresses very quickly, rather than a slow input of forced information and activity. The children at Inwoods are known to become very articulate, and confident speakers, and great lovers of books.

- Knowledge and Understanding of the World. From an early age the children at Inwoods are privileged to have 2 acres of grounds to explore and learn from. The children become very inventive in the playground, turning the sticks, stones, earth, old tires, trees, ferns etc, into imaginative play tools for their games and role-playing. Plenty of opportunities are offered for exploration, including junk modelling, clay creations, and construction, as well as structured lessons offering information such as development of frogs, skeletons of animals, nesting and migration of birds, the properties of water as it changes from gas to liquid to solid, etc. Projects about the body, their family tree, and other cultures are frequently in the term's curriculum. And with nature study being a strong emphasis, the children learn much about the plants and creatures that share the school with them.
- Physical Development. Inwoods begins every day with a walk thus emphasising the importance of physical development. By starting in this way, children can run and play in the fresh air and experience this as an important element to their day. Simply having such extensive grounds for play and exploration offers an ongoing, daily opportunity to improve their skills of coordination and movement. The Inwoods grounds are purposefully challenging and full of variety. Teachers often get involved to encourage and guide the children to extend their play in physically challenging ways. There are weekly PE sessions in which structured activities to develop skills in ball catching, throwing, skipping, and team games are offered. The school's strong emphasis on awareness of the health of the children is further evidenced in our providing wholesome food, with highly processed and sugary items discouraged on the premises.
- Expressive Arts and Design. We feel children naturally thrive on opportunities for creative expression and learning. Many structured and unstructured times in the day and week are provided for children to paint, draw, construct, role-play, dance, sing, and share their ideas on all manner of topics. Creativity is not just kept specifically to art sessions, but is linked to most other areas of learning, and is provided extensively at Inwoods.
- Personal, Social and Emotional Development. Inwoods strongly values children, staff and parents working together in a community spirit. Emotional intelligence and the ability to understand oneself and others is a significant daily focus. Children are encouraged to care for one another, to find sensitive ways of expressing themselves, to reflect on their behaviour, to form good relationships, and to mature with a positive attitude to learning. This is provided for in our small classes where dealing with an issue can be done without compromising the group's learning; in our assemblies (sometimes whole-school and sometimes split by age); in play time with several teachers on hand (rather than hired non-teaching staff) to observe and work with the children; and in our modelling of appropriate and complex social responsibility and communication. At Inwoods questioning is considered an integral part of learning and is encouraged in all areas of the curriculum. In social interactions children are asked, how would you say that kindly? Children are also guided in solving issues related to ordering their belongings and taking care of themselves and the materials around them.
- Problem Solving, Reasoning and Numeracy. Questioning and enquiry naturally lead to development of strong problem solving and reasoning skills. The free-play provided offers a

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time for the children to continually create and resolve problems of material and social natures. In the classrooms we have an extensive supply of mathematical Montessori material that allows children to progress thoroughly in their numeracy skills, at the pace that is right for them. Children are also taught the properties of mathematical functions that appeal to their sense of order in the world, and which leads to a high level of understanding and retention.

Planning in the EYFS

Observation, assessment and planning all feed into one another and contribute to our knowledge of the child. The observations made, together with information from parents and other evidence collected, feed into the day-to-day provision, experiences and interactions planned for the children.

Assessment in the EYFS

Spontaneous moments of learning using informal methods such as observations, photos, and work samples are captured. The Online Journals, accessible to all staff and parents, holds the overall Framework for the EYFS; parents can view the learning outcomes here as well as detailed posts and photos of significant weekly happenings for individuals and groups in the EYFS and Year 1 space.

Behaviour in the EYFS

At Inwoods Small School we recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work at Inwoods Small School will use and promote positive language with children where possible. Our behaviour management strategies for EYFS are based on the following key principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use factual feedback to encourage appropriate behaviour
5. Where possible, we ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote independence and responsibility
8. We use our knowledge of each child as an individual
9. We do not make assumptions about young children's understanding
10. We empower children to choose the right course of action

EAL in the EYFS

In the EYFS we plan opportunities for children to develop their English, and we provide support to help them take part in activities. The EYFS helps children learning English as an additional language by:

- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- Ensuring that our teaching and learning environments are supplemented with visual aids and timetables;
- Providing a variety of writing in the children's home language as well as in English, if requested;
- Providing opportunities for children to hear their home languages as well as English, if requested;

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- Providing school information in the language of the parent's choice, if requested;

SEND and Inclusion

At Inwoods Small School EYFS we believe that all our children matter. We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning.

Those children who may need additional help are largely supported in the EYFS through in-class strategies that are implemented by the class teacher. These may include:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing extra time/ 1:1 activities with the class teacher or SENCO that focus on key areas for development.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Safeguarding in the EYFS

If a member of staff suspects abuse e.g. through physical injury etc. they must:

- **LISTEN to what the child has to say. Do not discuss the situation; reassure the child but advise that you cannot promise to keep a secret.**
- **REPORT all suspicions immediately to our Designated Safeguarding Lead (DSL) for the whole school inclusive of the EYFS: Mary-Ann Ridgway (who is also the Head Teacher).**

Telephone number during school hours: **01962 771 065** or out of school hours **07708409567**.

Email: mary-ann@inwoods.org.uk

In the absence of the DSL inform the Deputy DSL: Mariamah Mount Telephone number during school hours: **01962 771 065** or out of school hours **07724940813**

Email: Mariamah@inwoods.org.uk

The DSL or a Deputy DSL will then contact the local authority Access and Referral Hub / Local Authority Designated Officer (LADO) (The Disclosure and Barring Service and Policy may also be contacted as appropriate)

- **RECORD** in detail the circumstances (including the nature and extent of any injuries) and the action taken. **YOU MUST NOT INVESTIGATE THE INCIDENT.**
- **REMEMBER – speed is essential.**

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- **IN THE EVENT OF A CONCERN ABOUT A STAFF MEMBER** the person making the allegation or having a concern should immediately contact the Central Hampshire Council LADO by telephone on: **01962 876364**.

The Inwoods Small School safeguarding policy which applies to the EYFS will ensure:

- Ofsted is informed of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.
Telephone: 0300 123 3155
- Inform Ofsted as soon as is reasonably practicable, but at the least within 14 days.

For further information, please see Brockwood Park and Inwoods Small School Safeguarding Policy.