

GILLINGSTOOL PRIMARY SCHOOL

Inspire ~ Believe ~ Achieve



EARLY YEARS FOUNDATION STAGE POLICY

Signed ... 

Name: Dave Llewellyn

Chair of Governors

Date: November 2020

Signed 

Name: Caroline Carter

Headteacher

Date: November 2020

We acknowledge the statement that *“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.”* (DfE 2012)

At Gillingstool we believe it is essential to create a safe, secure and stimulating environment, with constant praise and encouragement, so that each child feels individually valued, motivated and confident to meet new challenges and reach our high expectations with a sense of achievement.

We want all of our children to be successful learners, to be confident individuals and to become responsible citizens.

- ✚ We provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- ✚ We value the purpose and place of play in the EYFS curriculum and provide a balance of guided play and unguided free play time, alongside opportunities for children to engage in activities that are adult initiated and/or supported by the adult.
- ✚ The children have free flow daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.
- ✚ We use play based learning to build and extend upon prior learning and follow children’s current interests and experiences to further individual learning.
- ✚ As part of our daily practice we observe and assess children’s development and learning to inform our future plans.
- ✚ We plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- ✚ We promote equality of opportunity and anti-discriminatory practice.
- ✚ We provide early intervention for those children who require additional support.
- ✚ Work in partnership with parents and within the wider context

Aims

- To build children’s positive self-image and to promote respect for each child, irrespective of ethnicity, gender, family background or special educational needs.
- 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 learn through play and engage in first hand experiences.
- To support and extend children’s learning through purposeful observation, evaluation and interaction.
- To further improve any identified areas through data analysis and ensure our GLD to be in line with South Glos and National standards or above.
- To further improve our provision and children’s learning through the use Development Matters guidance, regular data analysis, pupil progress, feedback and continuous self-assessment.

Organisation

Gillingstool EYFS has one reception class with an enclosed outdoor environment that facilitates the learning opportunities created by the natural world. This area is currently shared with New Siblands' Nursery Class. The EYFS is staffed by a class teacher (Emma Sale) and a class teaching partner. The EYFS Leader is responsible for all of the Early Years Foundation Stage and is closely supported by the EYFS team.

The role of the EYFS Leader

The Early Years Foundation Stage Leader will:

- lead the development of the Foundation Stage within EYFS
- provide guidance and support to all EYFS staff
- review and monitor by discussion with support staff within the EYFS team
- report to the SLT and Governors on the success and development of the EYFS
- will complete the EYFS Profile to provide a reliable, valid and accurate assessment of individual children at the end of the Foundation Stage
- promote safeguarding and to ensure the welfare of children in the EYFS and expects all staff and volunteers to share this
- liaise with all pre-school settings making the transition into Reception
- liaise with Year 1 staff to ensure a smooth and positive transition from EYFS to KS1
- in conjunction with the SLT and governors, will review and monitor the policies specific to EYFS
- keep up to date with new developments and resources in regards to the National Framework
- focus efforts to continually review and promote the EYFS curriculum

Role of Teaching and EYFS Practitioners

The EYFS team work:

- together as a team in conjunction with SLT
- to promote confident and independent learners
- to create a learning environment that reflects learning across all seven areas of the EYFS curriculum.

Curriculum

The EYFS is guided by four main principles:

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

Children develop and learn in different ways and at different rates. We believe these overarching principles shape practice and aim at improving outcomes. They reflect that it is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.

We greatly value the important role that the Early Years Foundation Stage plays in laying secure foundations for future learning and development. Play underpins the delivery of the EYFS Curriculum. We use the document "Development Matters in the Early Years Foundation Stage" and new Adopters 2020 to inform planning in the Reception class.

Our curriculum for the EYFS reflects the EYFS Reforms Early Adopter Framework. Our pupils' learning experiences enable them to develop competency and skill across all the learning areas. The Early Learning

Goals are organised into seven areas and provide the basis for planning throughout the EYFS, so layering secure foundations for future learning. We support the Characteristics of Effective Learning – Playing and Exploring, Active Learning, Creating and Thinking Critically – which enable the child to be an effective and motivated learner.

We aim to create an attractive, welcoming and stimulating learning environment that encourages children to explore, investigate and learn through first-hand experiences. Activities are planned for both inside and outside learning. Continuous provision in the EYFS includes water, tactile, sand and creative areas, ICT, math area, drawing, mark making, writing areas, reading, and role-play areas.

The EYFS curriculum is organised into 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
 - ✚ Maths
 - ✚ Understanding the World
 - ✚ Expressive Arts & Design

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. Each area of learning works towards relevant Early Learning Goals, which most children are expected to achieve by the end of the EYFS.

Communication and Language

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills expressing themselves; and to speak and listen in a range of situations.

The area of Communication and Language is split into two aspects:

- Listening, Attention and Understanding
- Speaking

with the following ELGs:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

It is essential that the right environment is created to ensure the pupils use and listen to appropriate language. Children learn about words, sentence structure and use of language through relaxed one to one interaction with friendly, familiar adults. In the early stages nearly all curriculum areas are covered orally.

We create a wealth of opportunity for pupils to talk to and listen to each other through, for example role play, circle time, simple drama. Staff help children to develop and feel confident in their communication skills by listening to them and showing a genuine interest in both their verbal and non-verbal interactions. Children have the opportunity to extend their communication skills by speaking and listening to visitors, interacting with older children in the school, in assembly or by taking messages to other people within the school.

Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

The area of Physical Development is split into two aspects:

- Gross Motor Skills
- Fine Motor skills

with the following ELGs:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

We encourage children to develop confidence and control in the way they move handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

The children change into their PE kit in school to ensure that they are able to dress independently.

Spontaneous learning opportunities, both indoor and outdoor, are provided to ensure that the children are continuing to development their fine and gross motor skills.

Pupils' fine motor skills are developed through a range of experiences, such as the use of dough, clay, cooking, threading, sewing, small construction, planting seeds and weeding.

Dressing and undressing is a vital life skill which we feel is an essential part of the curriculum. From an early age children are encouraged to manage their own shoes, coats and clothing. In Reception, children take responsibility for changing into their PE kit. Staff members assist where necessary, but do all they can to encourage children to change independently.

Our outdoor environment is used as valuable tool to develop children's awareness of a healthy lifestyle. Our raised beds allow the children to experience the anticipation and excitement of growing and sampling their own fruit and vegetables and the large playing field facilitates a plethora of physical games and activities, including our annual sports day.

Personal, Social and Emotional Development

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Personal, Social and Emotional Development is split into 3 aspects:

- Self Regulation
- Managing Self
- Building Relationships

with the following ELGs:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Good staff child ratios operate within an effective daily routine, which enable children the time, space and opportunity to participate, contribute and become independent learners.

Through Circle Time and Jigsaw activities children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and to be listened to.

For those children not yet able to express themselves parents are encouraged to share events and social occasions with us. This enables staff to talk, if necessary, for the child, identifying an occasion and allowing the individual to be part of the group.

During lunch times and snack times, there is also an emphasis on social skills and conversation. Children are encouraged to have good manners, learn to eat and drink independently and staff engage in conversation with the children, perhaps discussing the morning's activities.

Weekly assemblies for Reception later on in the year are also held that include PSHE topics.

Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (environmental print, books, poems and other written materials) to ignite their interest.

Literacy is split into three aspects:

- Comprehension
- Word Reading
- Writing

with the following ELGs:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.

- Write simple phrases and sentences that can be read by others

In the EYFS Letters & Sounds is used as a basis for teaching phonics. Letters and Sounds is a six-phase teaching programme designed to help practitioners and teachers teach children how the alphabet and sounds can be learnt for reading and spelling. Children learn how to use the letter sounds to read and write words. Using a structured approach to phonics has provided a secure foundation for reading and writing. This is reflected in pupils' above average results in the school reading tests.

Before the children begin to learn to form letters it is essential to determine appropriate grip and flexibility of hand movement. The large pencils should be used first since they are more readily gripped by little fingers. Children will learn how to form letters as soon as they are able to control a pencil adequately. Time in Reception is spent in reinforcing the manipulative skills needed to form each cursive letter singularly.

All classes will have a range of appropriate fiction and non-fiction books. Reading books are linked are all phonetically decodable and matched to the reading needs of each child. Children in Reception will be given a reading record along with a suitable book which will be completed and signed by a responsible adult (parent, guardian, grandparent etc.). This will continue throughout their school journey. Sound and word cards are also sent home weekly to consolidate phonics knowledge.

Maths

Maths involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

The area of maths is split into two aspects:

- Number
- Numerical patterns

with the following ELGs:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Young children who are exposed to a range of experiences, where they are able to explore materials that give them direct experiences of size, shape and texture are building foundations for early mathematical understanding.

Children are given time and space to explore open ended everyday objects and natural resources. This develops their knowledge and understanding of the world around them and how it might be sorted, organised and described.

We recognise the value of our daily routine in the development of mathematical concepts and encourage the children to help with the organisation of key parts of their day. For example, the children delight in counting the cups for snack, deciding how many are needed, counting out to ascertain whether there are enough or not enough to go round or sometimes even too many. They enjoy sharing out the food and realising when there is no more. These are all practical ways of introducing quantity and opportunity for counting and one to one correspondence.

In Reception, mathematical concepts are embedded throughout everyday teaching and routines. The children also begin to write numbers and number sentences.

The topics that complete the learning goals such as adding one more or one less, are introduced weekly with specific teacher led lessons and activities.

Weekly plans review, differentiate and introduce specific skills, preparing the children for the more structured lessons of Year 1.

Spontaneous learning opportunities, both indoor and outdoor, are provided to promote the social skills and develop mathematical understanding through stories, songs, rhymes and finger games, board games, sand and water, construction on a large and small scale, imaginative play, outdoor play and "playground" games, cooking and shopping, two and three dimensional creative work with a range of materials, and by observing numbers and patterns in the environment and daily routines.

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Understanding the World is split into three aspects:

- Past and Present
- People, Culture and Communities
- The Natural World

with the following ELGs:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Early learning for children depends upon their sense of who they are and who is part of their personal world. We work with parents and families so that children understand about different cultures, beliefs and values. Children are encouraged to bring in photographs from home to share with the class. Learning opportunities help children develop a sense of self-worth; for example being 'Child of the week' sharing stories and role play opportunities using a variety of resources reflect the diversity of children's experiences.

We explore the similarities, differences and features of the local environment; we take regular walks around the grounds to discover the seasonal changes, noting the spring blossom on the trees, the growing summer flowers and vegetables and the falling autumn leaves; we compare our own homes with those of others by strolling down the road and noting the different styles of buildings.

Additional learning opportunities include; providing stories that help children make sense of different environments; resources to create and explore maps and plans; well-equipped paintings, modelling and drawing areas for the construction of familiar and imaginary landscapes.

The children enjoy a range of activity toys and equipment with buttons and knobs for them to begin to understand the concept of cause and effect. Appliances such as vacuum cleaners, steam cleaners and CD players are also used in view of the children. They also have the use of a CD player to listen to stories and music; they use whisks during cooking activities and investigate the potential of torches when exploring the 'dark dens'.

The children use our new school I-pads on a weekly basis and learn to navigate through programmes as they complete simple activities on the class IWB.

Expressive Arts and Design

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Expressive Arts and Design is split into two aspects:

- Creating with materials
- Being imaginative and expressive

with the following ELGs:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

We recognise that singing and sound making is a very enjoyable experience for young children. Provision is made for the regular exploration of a wide range of instruments, listening to different styles of music and singing.

Our school music scheme 'Charanga' forms the basis of our dance, music and singing lessons.

The provision of stimuli such as fur and other tactile fabrics, pictures, paintings, poems, music, dance and storytelling extend children's experiences and expand their imagination.

Materials are accessible to enable children to create and develop their ideas and designs.

Resources are provided for mixing colours, joining things together and combining materials. Structured creative activities are planned to help children to learn new skills and extend those they already have.

Organisation of Resources in the EYFS

We ensure the safe use and storage of resources. However, to support children's independence and problem solving skills, wherever possible, resources and equipment are clearly labelled and accessible enabling the children to find and return them independently.

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.

To plan for breadth and balance in the curriculum documentation includes long, medium and short term planning. The long term planning provides a structure which helps to ensure all areas of Learning and Development and the principles in the EYFS are covered. The timetables and routines ensure a balance of indoor and outdoor activities with quiet periods and quiet areas and maintain a balance of opportunities for supporting a range of freely chosen play opportunities and continuous provision (Key Experiences) with well-planned adult-led activities.

The medium term planning includes types of experiences and activities that are appropriate for the age of the group and which support the EYFS Principles. It also highlights spontaneous learning opportunities, which allow for observation and assessment to further evaluate individual needs within the class.

Short term planning is flexible to enable staff to respond to newly identified interests, needs and learning opportunities in the environment. For example; a new baby in the family, a snowy day, a rainbow. Short term planning is done weekly or even daily and uses as its base the experiences and needs of each child and aspects from the Medium Term Plans. These plans also outline the adult supported learning and activities as well as links to the EYFS. Teachers evaluate their plans weekly or daily and these evaluations are considered for future planning. Outdoor learning is planned on a daily basis so as to reflect the immediate interests and needs of the children. This may be anything from free flow, under the canopied area or planned adult led activities on the playground or field.

Assessment in the EYFS

Assessment in the Early Years Foundation Stage is on-going and is an integral part of the learning and development process. At Gillingstool we collect evidence and knowledge throughout the year (6 data drops) to enable us to be able to assess each child against the ELGs at the end of the Reception year. This evidence is used to produce an Early Years Profile for each child in the summer term.

A completed profile contains 20 items of information: the attainment of the child assessed in relation to the 17 ELG descriptors (i.e. whether they are meeting the expected outcome for the end of the EYFS, exceeding the expected outcome, or if the skill is emerging). The information is shared with the Year One teacher at the end of the year to allow them to provide an easy transition into Key Stage One, and is also shared with parents/ carers.

Assessment information is shared throughout the year with parents. We have formal parent's evenings in November and March, where parents can meet with their child's class teacher or key worker to discuss their progression and development. Here, parents are also able to view their child's Learning Diaries. End of year reports are sent out to parents at the end of the summer term. All of our reports invite a comment of feedback from parents to be returned.

All assessment in Gillingstool EYFS is on-going: we collect evidence throughout the year and use the descriptors listed in the EYFS Reforms Early Adopter Framework document to enable us to monitor and assess children's progress continuously throughout the year and best plan for the future learning and development of the children in our care.

We use a range of methods to assess. We capture spontaneous moments of learning using informal methods such as observations, photos, and work samples. We also plan to observe children using running observations, Learning Stories and complete more formal assessments such as Baseline Assessment, which is completed on a 1:1 basis with each child on entry to Reception. Our assessments are always based on our knowledge of the children in our care.

When children enter school we assess their knowledge of letters and sounds. This enables us to teach each child to read in a way which best suits their learning style and needs. We assess reading and phonics continuously. This is recorded on a daily reading assessment tracking form and in a Reading Record, which each child takes home. The children's parents may also then comment on their child's progress in reading, so as to better inform the teachers, and provide an alternate perspective on each child's abilities.

At Gillingstool we are mindful of the fact that the EYFS profile should not be completed solely with the knowledge of a single practitioner. As such we take into account a range of viewpoints when making our final judgements for the EYFS profile in order to build a more holistic view of each child's skills and achievements. This will include information from other adults who are in contact with the children: teaching assistants, peripatetic teachers and support staff (e.g. speech therapists) where applicable. All assessment at Gillingstool Primary School is completed with a view to informing our future planning so that we may best meet the individual needs of each child in our care.

Involving and consulting children and their parents in the EYFS

We take priority in following children's interests and taking their lead in what they enjoy learning. We use these interests as flexibility to plan day to day activities in key experiences. This is also used to inform planning for the next week and half term, helping us to build on our knowledge of each child individually. In Reception, at the beginning of each topic the children talk about what they would like to find out about this area, this aids the direction in which the topic is heading over the next half term. Teachers use this to plan experiences and activities related. Also in Reception, children begin to take responsibility for their learning and set personal challenges and targets. We also welcome and utilise the input of parents in the EYFS. This may be from sources such as the reading record or WOW moments which recognise and celebrates achievements which children make at home and more formally, through parent meetings and parents' evening.

Marking in the EYFS

EYFS 'marking' involves going through activities with each child, providing verbal feedback on any written work that they may have produced. Where there has been a whole class activity, the teacher will look through each child's work with them on a 1:1 basis and correct any misunderstandings or errors that may have arisen. We believe that marking in EYFS should not be solely to focus on errors; therefore teachers will identify strengths of the work with the child, and may suggest to the child what to focus on in the future or provide a next step, for e.g. 'I like the way you have remembered to use finger spaces. That's great! Next time, let's also try to remember to sit our letters on the line'. In more informal, small group work, the teacher or TP will work with the child, providing feedback as the child works through the set activity.

In Reception, the teacher or TP will mark written work where appropriate and will indicate if the work has been completed with support (S) or independently (I). In Literacy WILF writing checkers are also used. When providing feedback to the child, the teacher may add a sticker/stamp/smiley symbol to reward the child for good work.

Role of Parents in the EYFS

We encourage all parents to:

- work in partnership with the school
- attend the 'Meet the Teacher Evening' talk for new Reception parents
- attend parent-teacher consultation meetings
- attend other curriculum workshops such as about phonics or reading
- work with their children at home on relevant learning activities or homework initiated by the school
- provide input relating to their child's learning and development to give the school a more rounded view of each child's skills and achievements
- read the Year R blog to keep up to date with what is happening in their child's class each week

Behaviour in the EYFS

In the EYFS 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 Gillingstool EYFS will use and promote positive language with children where

possible. Our behaviour management strategies at Gillingstool EYFS are based on the whole school Golden Rules.

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
- providing school information in the language of the parent's choice, if requested
- If necessary, we would also ask parents to furnish us with and continually update us with a list of key words and phrases that they and their children use in their home language so that if the child communicates with us in their home tongue at school we can support and reinforce this communication.

SEND and Inclusion in the EYFS

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. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. For these children we differentiate within the classroom in order to stretch them, where necessary planning more advanced activities which build upon and advance the work that the rest of the class is completing.

We are aware that some children may not progress at the expected rate as outlined in the document 'Development Matters in the EYFS' and EYFS Reforms Early Adopter Framework. We identify those children who do not meet these developmental milestones through a range of methods, including:

- Information from parents
- Information/records from Playgroups/Nurseries/Pre-Schools
- Information from outside agencies
- On-going teacher observations
- Foundation Stage Profile
- Annual school reports

Those children who may need additional help to meet the Early Learning Goals 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/ intervention groups with the class teacher or teaching assistant 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. This involves speech therapy for some of our children.
- For further information please see Gillingstool 'SEND policy'.

Gifted and Talented in the EYFS

We aim to stretch and challenge all children so that they can reach their full potential. By building close relationships with the children, practitioners are able to understand in depth a child's strengths and areas of knowledge. These can then be monitored through our assessment procedures and extended upon. Observations are made of the child and discussions had with the EYFS team and the child's parents. Children who are gifted or talented are extended and challenged in a variety of ways, these include:

- planning an extension activity, either adult initiated or during key experiences, to meet the needs of child who is gifted or talented
- using specific questioning when teaching, to ensure a deeper level of thinking is reached
- working with parents and sending home extra work or activities which can be completed to further extend and challenge
- giving children the opportunity to reflect on, evaluate and be critical of their own learning
- children who are working at a higher level than other children in their class may also be included in enrichment clubs or lessons with older children

Please see Gillingstool 'Gifted and Talented Policy' for further details.

Accessibility in the EYFS

Children in the EYFS at Gillingstool are accommodated in a single storey school building on the school site, which has a shared outdoor learning space with New Sibland's Nursery class. The classroom can be accessed via a door from the reception area or from the garden. Both are secured electronically and released with key fobs. Parents of children in Reception either bring their children in through the garden into the classroom or leave them at the gate with a member of staff. Parents are not permitted to park in the staff car park.

The EYFS classroom has its own toilets, changing and medical facilities available. Reception children join the main school for their lunch. Children from Reception can attend our after school Goose club, where they are given a snack. The building is all on two levels, with the children only accessing the first. It has large doorways and corridors.

We have experience of working with children who display a range of disability, including delays in learning, and we are keen to extend our knowledge and skill in this area.

Safeguarding in the EYFS

Gillingstool is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

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 is: Mrs Caroline Carter, Head teacher. In the absence of the DSL inform the Deputy DSL: Miss Emma Sale, EYFS Leader). The DSL or a Deputy DSL may then contact the local authority Access and Referral Hub / Local Authority Designated Officer (LADO)

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

For more information please see Gillingstool 'Safeguarding' policy.