



**MICHAEL
FARADAY
SCHOOL**



**EYFS (Early Years) POLICY
MARCH 2023**

AIMS

At Michael Faraday School we are committed to meeting every child's individual needs. We ensure that the child's welfare is paramount and that they develop as young enthusiastic learners in a safe environment. We provide a range of opportunities for children to develop and engage through hands on learning and play opportunities. We encourage children to participate in a variety of activities; some are focused and led by an adult and others are provided to give the child a chance to be an active and independent learner. We believe this approach helps to build children's self-esteem and self-worth and increases independence and the ability to show initiative. We strive to engage children in their learning through our creative and interesting environments, which encourage the use of both indoor and outdoor space. We encourage a strong partnership between home and school. Inviting children to develop positive values, attitudes and relationships is supported throughout the school's ethos of nurture and excellence.

LEGISLATION

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

STRUCTURE OF THE EYFS

Parents/Carers can apply for a nursery place when their child is two years old and children will begin Nursery in the term after their third birthday.

We offer 15 hours a week government funded places and the hours are offered as 2.5 days (i.e. all day Monday, Tuesday and Wednesday morning or Wednesday afternoon and all day Thursday and Friday)

If parents work 16+ hours a week, they could apply for the 30 hours code, which would be a full-time place (Monday to Friday). Parents/Carers who are not eligible for a code, but would like to have a full-time place, could pay for the 15 additional hours. The top-up cost for a full-time place is £60 a week.

Click on the link for more information about eligibility for 30 hours free childcare <https://www.gov.uk/apply-30-hours-free-childcare>

There is no automatic transfer from Nursery to Reception. Parents must use Southwark's on-line application to apply for a Reception place. As a two-form entry school, we have 60 Reception places available per year.

CURRICULUM

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

Play and Active Learning

At Michael Faraday, we believe play to be the means through which young children learn. It is through play that children have the opportunity to explore, develop and act out experiences, helping them make sense of the world. Play helps children build up ideas and learn how to control themselves and understand the need for rules. Children investigate and solve problems through collaborative and individual play. Play opportunities are available in our nursery and reception classrooms both indoors and outdoors, where the three prime areas and four specific areas of learning are offered. Due to the range of adult led activities and child initiated time we provide, we give plenty of time for play opportunities to arise. Active learning occurs when children are motivated and interested. Children need to have 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.

Planning

We teach carefully planned themes throughout the year to ensure every child is given a variety of different stimuli. The themes are also supported by the child's interests; this helps to keep the children engaged and allows them to take ownership of their learning. We offer the children a broad and balanced curriculum which follows The Early Years Foundation Stage Profile. This is delivered using the 'Development Matters' and 'Birth to five' documents.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

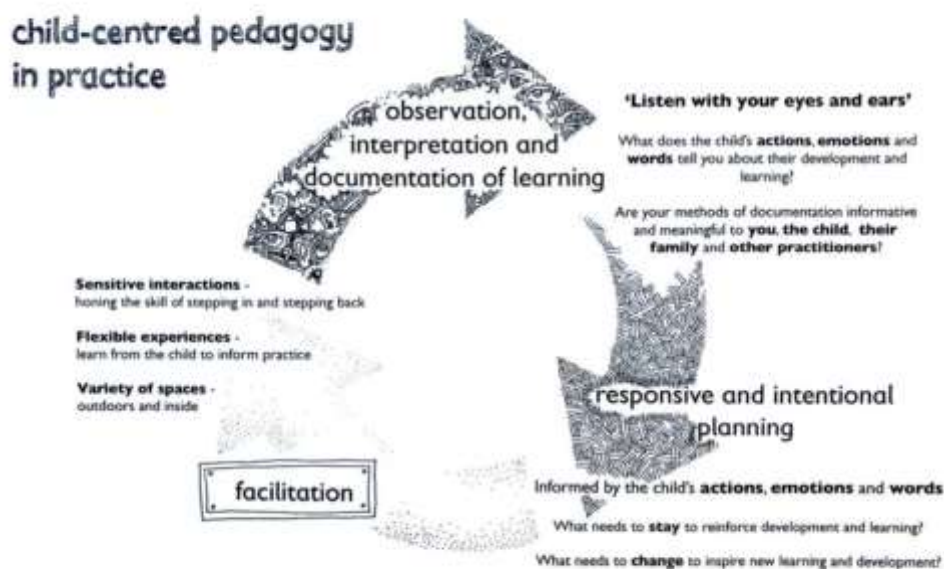
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Within these areas they are broken down into individual aspects which eventually lead towards the Early Learning Goals.

At Michael Faraday we also discuss children's learning behaviours using the Characteristics of Effective Learning. We want children to have meaningful learning experiences that will enable them to thrive in new situations. By highlighting the abilities and attitudes of strong learners we aim to encourage children to learn with energy and enthusiasm.

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

Teachers assess the children at the end of the Key Stage. The Early Learning Goals are used to determine whether each child has reached the expected level of development.



Teaching

At Michael Faraday we use Development Matters to plan and teach. When appropriated, we refer to the Birth to Five Matters document to complement the planning.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of child-initiated and adult-led activities. Activities and role play opportunities inside and outdoors provide a means through which children can independently practise, apply and develop the skills and ideas with the support of the adults in the setting. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive, sensitive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for year 1.

We recognise that phonics knowledge is key to reading and writing. We use the Little Wandle Letters and Sounds carry out discrete phonics sessions, linked to the letters and sounds document. The children then apply their phonics skills each day in and around the environment. We practise speaking and listening throughout the day through circle times and class discussions.

ASSESSMENT

'Listen with your eyes and ears'. We use observation and interpretation to document learning.

At Michael Faraday, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. We use 'Evidence Me' as the platform for our online learning journal, which records observations, photos and videos. These observations are used to shape future planning and to show progress across the Early Years Foundation Stage. Staff also take in consideration observations and feedback shared by parents and/or carers.

There is no fixed number of observations that we make, as the EYFS framework focuses on the quality of observations rather than the quantity. Staff record 'moments of learning' that are meaningful, relevant, and focused on each child's interests and development.

Observations should be:

- Ongoing process. They should be made regularly to provide a comprehensive picture of each child's development.
- Child-centered, meaning they should focus on the interests and activities of the child.
- Cover a range of areas of learning and development as outlined in the EYFS, including personal, social, emotional, communication, physical, and cognitive development.

When a child is **in Nursery**, staff review their progress against the Develop Matters Framework and provide parents and/or carers with a summary of the child's development during termly parents meetings.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

WORKING WITH PARENTS

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

We use Evidence Me, as an electronic journal to record observations of the children's learning. Parent Postcards is a feature accessed by teachers via Evidence Me, which offers a simple and effective way of providing 'parental engagement' in the learning process.

Throughout the year parents are invited into school to take part in workshops and to visit the classrooms.

We organise a range of sessions including Phonics, Reading, Everyday Maths, Come Dine with Me for Nursery parents and the Faraday Family Festival for Nursery & Reception parents in the summer term.

We invite parents to accompany us on school trips.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person (the classteacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

SAFEGUARDING AND WELFARE PROCEDURES

We promote good oral health, as well as good health in general, in the early years. The school arranges a visit from the school nurse three times a year, with a focus on

- Healthy eating
- Dental hygiene
- Personal hygiene

The visit is followed up with planned activities and opportunities to link it to various areas in the development matters.

We follow [statutory guidance](#) for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

MONITORING ARRANGEMENTS

This policy will be reviewed every three years.

