

# Date Valley School

Company number: 06845508 Registered Charity number: 1136298  
Mitcham Court, Cricket Green, Mitcham, Surrey, CR4 4LB  
Telephone: 0208 648 4647 · Tel: 07980299717 Email: [managingdirector@dvst.org.uk](mailto:managingdirector@dvst.org.uk)



## Early Years Foundation Stage Policy

At Date Valley School we believe every child deserves the best possible start in life and support to achieve their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its' own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance, In shaa Allah.

We will encourage children to develop independence within a secure and friendly atmosphere; to support children in building relationships through the development of social skills such as cooperation and sharing; to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school.

Adults and children are critical partners in the learning process; and if adults are to model and 'scaffold' the skills that they would prize in their children – skills of enquiry, creativity and critical thinking, problem-solving, reasoning and conflict resolution – they must also have the capacity to embrace for themselves the risks and challenges that all new learning brings.

### The Curriculum

Nursery and Reception follow the curriculum as outlined in the 2017 Early Years Foundation Stage (EYFS) document. This clearly defines what we teach. The following policy details the specifics of our setting.

### The EYFS is based upon four 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 and rewards, to encourage children to develop a positive attitude to learning.

**Positive relationships:** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

**Enabling environments:** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

**Learning and development:** Our foundation stage has one nursery classroom, one reception classroom and a large outdoor classroom, which is shared. All our learning environments are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The seven areas of learning are defined so that children are able to find and locate equipment and resources independently.

## **The EYFS is made up of seven areas of learning:**

### **Three Prime Areas:**

- **Physical Development** - Moving and Handling; Health and Self-Care
- **Personal Social and Emotional** - Making Relationships; Self-Confidence and Self-Awareness; Managing Feelings and Behaviour
- **Communication, Language and Literacy** - Understanding; Listening and Attention; Speaking

### **Four Specific Areas:**

- **Literacy** – Reading and Writing
- **Mathematics** – Numbers; Shape, Space and Measures
- **Expressive Arts** – Exploring and Using Media and Materials; and Being Imaginative
- **Understanding of the World** – People and Communities; The World; Technology

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level and play with peers is important for children's development. Through play children explore and develop learning experiences which helps them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They think creatively alongside other children as well as on their own and they communicate with others as they investigate and solve problems.

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. 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.

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.

Children should be given opportunities to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

### **Record Keeping and Observations:**

It is our policy at the school to observe your child regularly and to keep a record of our observations. Staff members working with the group / class that your child has been assigned to, will be primarily responsible for these observations. For Nursery and Reception children, observations are kept in the seven areas of learning which cover the Early Learning Goals.

*Our aim is for the children to:*

- Have access to a differentiated curriculum which supports and extends their individual needs and interests
- Make progress and achieve their full potential
- Feel valued as individuals whose achievements, needs and interests are known and respected
- Be offered new challenges

*Our aim is for the staff to:*

- Promote effective teaching and learning by increasing understanding of children's interests, development and characteristics as a learner
- Plan a differentiated curriculum
- Allow opportunities for reflective practice to address gaps in learning and ensure progress

- Identify children’s specific needs including those of special educational needs as defined in the Code of Practice, English as an Additional Language, the needs of our more able children, and the needs of children with low well-being, by providing activities specific to that child
- Listen to and respect parents / carers knowledge of their child as the child’s first and continuing educators

We use observations, record keeping and other assessment information:

- To identify and record children’s specific needs and interests to plan a curriculum which builds upon current interests and fascinations
- To inform planning and ensure all children make expected, or better than expected, progress
- To ‘track’ a child, when the need arises, and use this information to gain specific insight into the child’s learning experience in our setting and provide effective learning support
- To target the assessment of specific skills, knowledge and concepts when appropriate e.g. when gaps in observations / learning journeys have been noticed, or for completing an SEN assessment etc
- To contribute to the SEN, EAL, Able Child and Well Being profiles of children on entry and update as appropriate
- To inform parents about progress and achievements and help them support their child’s development
- To encourage parents / carers to contribute to the record keeping and learning journey process from their knowledge of the child at home and in the wider social context

At Date Valley we reflect on the different ways that children learn and reflect these in our practice.

The three characteristics of effective teaching and learning are: (taken from EYFS 2012:pg7)

- **Playing and Exploring** - children investigate and experience things, and ‘have a go’
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

### Assessment

Throughout nursery and reception children’s knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document ‘Development Matters in the Early Years Foundation Stage (EYFS)’ and the ‘Early Years Key Outcomes’ document.

Our assessment depends on us getting to know our children very well and to this end we gather information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. We keep written and photographic evidence to help us build up a picture of children’s strengths and achievements and to help us to plan for children’s next steps in learning. Every child in nursery and reception has a ‘Learning Journal’ in which we record our observations and keep samples of the children’s work.

Observational evidence and samples of children’s work throughout the school year will be used to assess children as ‘emerging’, ‘expected’ or ‘exceeding’ based on their understanding and achievement of the Early Learning Goals set out in the EYFS curriculum.

Our children’s knowledge, skills and understanding will continue to be tracked throughout the foundation stage and assessed against the ELG’s at the end of reception to establish an end of foundation stage achievement and learning profile for each child in readiness for their transition to key stage one.

### Assessment and Observation methods

Profiles (2BAP Software)	<ul style="list-style-type: none"> <li>• Each child should have a section in the Profile folder with a cover sheet with all their relevant objectives</li> <li>• Once an objective has been met the objective should be highlighted</li> <li>• Each child should have evidence collected based on the 7 strands</li> </ul>
Assessment to inform daily / weekly planning	<ul style="list-style-type: none"> <li>• Each child should have next steps identified</li> <li>• Observations should inform planning</li> </ul>

Classroom Monitor	<ul style="list-style-type: none"> <li>• Mark book to be updated once a fortnight (minimum)</li> <li>• At the end of each term evidences for teacher assessment to be transferred in filing cabinet in the main office under children's names or to be scanned / noted in Classroom Monitor</li> </ul>
Feedback from parents	<ul style="list-style-type: none"> <li>• Observations from parents are collected via our ClassDojo App.</li> </ul>
Internal Moderation	<ul style="list-style-type: none"> <li>• Teachers will have an internal moderation every term to ascertain objectives being met are verified</li> </ul>

We also keep records on your child's development through the Arabic and Islamic Studies curriculum.

As a parent you are welcome to browse through these records. Other professionals may need to see these records. If a student wishes to take observations of children, they may only do so with the written permission of the parent.

### Transitions

At Date Valley School we recognise that starting school and moving up classes has the potential to be a stressful time for both children and parents. To this end we have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group. [Please refer our Early Years Transition Policy for further information.]

### Legal Requirements

At Date Valley School we follow the 'Statutory Framework for the Early Years Foundation Stage' (March 2017) and ensure we fulfil the requirements for the following -

- Safeguarding and Welfare Requirements
  - Child protection
  - Suitable people
  - Staff qualifications, training, support and skills
  - Key person
  - Staff : Child ratios
  - Health
  - Managing behaviour
  - Safety and suitability of premises, environment and equipment
  - Special educational needs
  - Information and records
- Learning and Development Requirements
  - The areas of development
  - Early Learning Goals
- Assessment
  - Progress check at age two
  - Assessment at end of the EYFS
  - Information to be provided to the local authority

### Role of EYFS practitioners

Under the EYFS practitioners are required to:

- Maintain standards
- Improve quality & consistency
- Provide equality of opportunity for all children
- Work in partnership with all settings attended by a child
- Work in partnership with other agencies involved in the child's welfare
- Work in partnership with the child's parents

This policy has been read and approved for Date Valley School, by the Head of Early Years and the Chair of the Trust Board. Date: March 2018