EYFS Policy



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Language Opportunity Values Excellence Diversity

Our Vision

At Phoenix Infant and Nursery School, we are committed to providing high-quality education for all children in our Early Years Foundation Stage (EYFS). Our Early Years Policy reflects our dedication to creating an inclusive, nurturing, and stimulating environment where children can explore, discover, and develop the skills they need to succeed in school and life and foster a love of learning.

Aims and Objectives

Our aims for the Early Years Foundation Stage at Phoenix Infant and Nursery School are:

- To provide a secure, welcoming, and stimulating environment for all children.
- To encourage children to explore and learn through play, curiosity, and active engagement.
- To support the development of the whole child, including emotional, social, physical, and cognitive skills.
- To ensure all children develop a positive attitude toward learning, showing resilience and independence.
- To promote strong partnerships with parents, carers, and the community to enhance children's development.
- To follow the principles and guidelines set out in the Early Years Foundation Stage (EYFS) Framework (2021).

The EYFS Framework

We follow the statutory framework for the Early Years Foundation Stage (EYFS) in England, which is underpinned by the four overarching principles:

- **Unique Child**: Every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured.
- **Positive Relationships**: Children learn to be strong and independent through positive relationships.
- **Enabling Environments**: The environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development**: Children develop and learn in different ways and at different rates, and all areas of learning and development are equally important and inter-connected.

Areas of Learning and Development

The EYFS curriculum is divided into seven areas of learning and development, which we follow to ensure a broad and balanced curriculum:

- **Prime Areas:**

  Communication and Language: Supporting children to develop the ability to speak, listen, and understand.

  Physical Development: Developing both fine and gross motor skills and encouraging healthy lifestyle choices.

  Personal, Social, and Emotional Development: Supporting children's emotional wellbeing, self-regulation, and the development of social skills.

- **Specific Areas:**

  Literacy: Fostering a love of reading and supporting early writing skills.

  Mathematics: Developing understanding of numbers, shapes, space, and measure.

  Understanding the World: Encouraging curiosity about the world, people, and the environment.

  Expressive Arts and Design: Supporting children's creativity and imagination through arts, music, dance, and role-play.

Teaching and Learning

We believe that young children learn best through play, exploration, and hands-on experiences. Our teaching approach focuses on the following principles:

- **Child-Led Learning**: We promote a child-centered approach where children's interests, curiosities, and ideas drive their learning.
- **Active Learning**: Children are encouraged to engage with activities that support their developing skills and understanding.
- **Play-Based Learning**: Play is a crucial part of children's learning. It provides opportunities to develop social skills, language, and creativity.
- **Outdoor Learning**: We provide a wide range of outdoor learning experiences to foster exploration and physical development.

Assessment and Monitoring

Assessment in the EYFS is an ongoing process. We assess children's progress through observation, work samples, and discussions with children. This is done in partnership with parents/carers and used to inform future planning. We follow the following assessment procedures:

- **Baseline Assessment**: On entry to school, we assess each child's starting point using the Early Years Foundation Stage Profile.
- **Ongoing Observations**: Staff regularly observe children to assess their progress in all areas of learning.
- **EYFS Profile**: At the end of Reception, we complete an EYFS Profile to assess children's progress against the Early Learning Goals (ELGs). This is shared with parents and used for transition to Year 1.

The Role of Parents and Carers

We believe that parents and carers play a crucial role in their child's development. We work in partnership with families to ensure that children have the best possible start in life. We encourage open communication through:

- Regular parent/carer meetings and consultations.
- Informal discussions at drop-off and pick-up times.
- Home learning activities and parent workshops.
- Regular updates on children's progress via reports and online platforms.

Transitions

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend a number of introductory sessions with their parents/carers to develop familiarity with the settings and practitioners.
At the end of F1 our F1 teachers and TA's meet with the F2 team to discuss the children and their individual needs, similarly at the end of the EYFS, our F2 teachers meets with the Year 1 teachers to liaise with them and discuss the individual children and their specific needs. The children's assessment data and writing books are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Year 1 classroom OR with the Year 1 teachers to ensure that they are familiar and comfortable with their new teacher and are 'next year ready'.

Equal Opportunities and Inclusion

At Phoenix Infant and Nursery School, we are committed to ensuring that all children have access to a high-quality education, regardless of their background, abilities, or needs. We aim to provide an inclusive environment where:

- Every child is valued and respected.
- We adapt the curriculum to meet the needs of children with special educational needs and disabilities (SEND).
- We celebrate diversity and encourage understanding of different cultures, languages, and backgrounds.

Safeguarding and Wellbeing

The safety and wellbeing of all children are of paramount importance. We have robust safeguarding policies and procedures in place to ensure the protection of children. All staff members are trained in safeguarding and child protection and adhere to the school's safeguarding protocols.

We promote the physical and emotional wellbeing of all children by:

- Ensuring a safe and secure environment.
- Encouraging children to express their feelings and emotions.
- Providing support for children who may need extra help with their emotional or social development.

Intimate Care Policy

Phoenix Infant and Nursery School is committed to providing sensitive, respectful, and dignified intimate care for all children. Intimate care includes activities such as changing nappies, assisting with toileting, and helping children with personal hygiene. We believe that all children have the right to privacy, dignity, and respect in all aspects of their care, including intimate care.

Guidelines for Intimate Care:

- **Personalized Care Plans**: Where necessary, a personalized care plan will be developed in partnership with parents and carers. This plan will outline any specific needs or preferences for the child's care.

- **Staff Training**: All staff who may be involved in intimate care are trained in safeguarding and are aware of the importance of treating children with dignity and respect. They are also trained in proper hygiene practices to maintain health and safety.
- **Consent**: We seek parental consent for any intimate care routines, ensuring that parents are fully informed and involved in the process.
- **Privacy and Respect**: We ensure that all intimate care is provided in a way that respects the child's privacy and dignity. Wherever possible, care routines are carried out in private areas with staff ensuring that children are always comfortable.
- **Communication**: Children are encouraged to communicate their needs and staff respond sensitively and appropriately. We work with parents and carers to ensure children feel secure and comfortable during intimate care routines.

This policy will be reviewed regularly to ensure it remains relevant and effective in meeting the needs of our children, staff, and community.

Review Date: September 2026
Next Review Date: September 2027

