

Powerful Hornbillers are  
positively engaged citizens.



# EYFS Policy

Updated November 2022

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**Working together to build a successful future for all!**

## Hornbill School's Mission

Our values led, multicultural school promotes a happy, safe & caring environment that is committed to helping all children experience success, whatever their background or abilities. Our children build their learning power as part of a learning community in which they all become resilient & self-assured whilst achieving the highest standards on all they set out to do. The health, safety and wellbeing of every child is our paramount concern.

## Building Learning Power

Hornbillers are caring, courteous citizens of Hornbill School who are powerful learners because of their: **curiosity**, **creativity** and **courage** and their **reflective**, **resilient** and **energetic** ability to **communicate** and **explore**.

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## **1. Principle**

Every child is a competent learner from birth, who can be resilient, capable, confident and self-assured. This principle celebrates the uniqueness of every child and urges practitioners to take the time to observe, listen and tune in, to understand what it is that makes each child tick.

## **2. Aims**

At Hornbill School, we aim to help our children grow into happy, confident, curious, enthusiastic and independent learners. When they go up to Year 1, children are equipped with the learning and skills necessary to progress their learning and development. They are able readers, writers and mathematicians who approach everything they do with love and an enquiring mind.

## **3. Teaching and Learning**

We believe: -

- ❖ In the value of learning through play. Children learn more successfully through practical activities, not simply through instruction
- ❖ Children learn from their experiences through child-led topics and themes that interest and excite them
- ❖ Children develop at different rates and in different ways
- ❖ The relationships, which children form with their peers and adults during the early years, are crucial to their development
- ❖ Parents are a child's first teacher and the continuous development and education of their children is best achieved when parents and the school work in partnership
- ❖ We aim to ensure that the core drivers of **community**, **citizenship** and **metacognition** are embedded within all learning in EYFS

#### 4.Pupil Experiences

Main objectives: -

- ❖ To provide a safe, secure and happy environment in which all children feel valued
- ❖ To take a child's achievements in all areas of their development as the starting point for developing their learning
- ❖ To build on experiences children have had at home and in their pre-school provision
- ❖ To encourage independence in personal organisation
- ❖ To develop independent thinking and logic skills
- ❖ To provide opportunities for children to develop their communication and language skills through speaking, listening and questioning
- ❖ To offer as many first-hand experiences as possible
- ❖ To provide a range of activities both inside and outside the classroom
- ❖ To give time and space for children to work together and collaborate
- ❖ To plan learning to cover all seven areas within the Early Years Foundation Stage and the Hornbill School Values
- ❖ To plan learning and opportunities for children to meet our Curriculum Goals, which are created by staff at the beginning of the year based on the Cultural Capital, children's needs and experiences
- ❖ To meet regularly with parents and families, keeping them informed about their child's progress relating to the seven areas of learning and three characteristics of effective learning

#### 5.Equal Opportunities

See Educational Needs (SEN) Code of Practice (2014) and Hornbill School's SEN/Inclusion Policy.

#### 6.Ensuring Access to the National Curriculum and to Assessment 7. Monitoring 8. Assessment

We use the Development Matters 2021 document to support our planning and assessment for all seven areas of learning, as well as the Early Years Foundation Stage Profile Handbook and our Curriculum Goals.

What that looks like: -

- ❖ Baseline Assessment within first 6 weeks of starting FS1
- ❖ Reception Baseline Assessment within first 6 weeks of starting FS2
- ❖ Focus Child observations are documented on Seesaw
- ❖ Observation during continuous provision time documentation of 'WOW' moments linked to curriculum goals
- ❖ Adult-directed tasks, such as Phonics, maths, Drawing Club or Play Projects.
- ❖ Three 'Milestone' check points. Early Years Leader and class teachers meet to discuss children who are on track and not on track to reach these
- ❖ Shared information between carers and teachers/LSA's and KW
- ❖ End of year reports to parents in FS1 and FS2

### 9.Staffing

The range of adults involved in supporting the language and curriculum learning of pupils for whom English is an additional language in Hornbill School is wide and includes: SENDCo, class teachers, Key Workers and LSA's.

Staffing ratios in FS1 1:13

Staffing ratios in FS2 1:13

### 10.Safeguarding Pupils

Please see:

Sun safety policy

Behaviour policy

Toileting policy

### 11.Health and Safety

Please see: Jungle School policy, Sun safety policy

Policy updated: **November 2022**

Next Policy update will be: **June 2023**