



LA SCUOLA ITALIANA A LONDRA

CODE OF PRACTICE FOR EARLY YEARS

FOUNDATION STAGE (EYFS)

Last Reviewed July 2017
Date of next review July 2018

PRINCIPLES

At SIAL:

- ❖ We believe that learning in the early years should be primarily first hand, experiential and active.
- ❖ We build on what our children already know and can do.
- ❖ We ensure that no child is excluded or disadvantaged.
- ❖ We recognise that although all children follow sequential patterns of development every child is unique, having their own competencies which need to be brought out and built upon.
- ❖ We offer a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors.
- ❖ We will give young children opportunities and space to explore and discover in a secure, rich and stimulating environment.
- ❖ We believe that young children's learning should be embedded in what is familiar involving play as an essential and rich part of the learning process.
- ❖ Learning should always be a pleasurable and rewarding experience; taking place in a social context.
- ❖ We encourage children's independence and autonomy with them taking responsibility for their learning as much as possible in an atmosphere of security and self-discipline.
- ❖ We acknowledge the importance of a full working partnership with parents and carers

AIMS

- ✓ To provide a caring and secure environment, where each child is valued as an individual
- ✓ To provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience
- ✓ To provide equal opportunities for all children, incorporating different cultures, religions and needs
- ✓ To develop every child's confidence and self-esteem to help them become caring and social individuals
- ✓ To provide a flexible and stimulating curriculum across the seven areas of learning
- ✓ To use and value what each child can do, assessing their individual needs and helping each child to progress
- ✓ To plan challenging learning experiences that have been informed by observation and assessment
- ✓ To provide a range of opportunities that are both adult and child initiated within the classroom and outdoor classroom environment
- ✓ To provide secure and safe learning environments indoors and out
- ✓ To develop excellent relationships with parents and carers and within the wider context to build a strong partnership in supporting each of the children

CURRICULUM

We adhere to the Statutory Framework of the EYFS (2014)ⁱ and the four guiding principles that shape and guide practice within our Early Years setting. These are:

- ✓ Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- ✓ Children learn to be strong and independent through **positive relationships**
- ✓ Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- ✓ **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

A Unique Child

Inclusion

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

- 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 a wide range of opportunities to motivate and support children and to help them learn effectively
- Offering a safe and supportive learning environment in which the contribution of all children is valued
- Employing resources which reflect diversity and are free from discrimination and stereotyping
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups and of those from diverse linguistic backgrounds
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress

Indeed, at SIAL:

- All children and their families are valued and treated fairly at SIAL regardless of race, gender, religion or ability.
- Children are treated as individuals and have equal access to all provisions available.
- All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities
- Early identification of special needs is crucial to enable staff to support the development of each child
- Concerns are always discussed with parents/carers at an early stage and the schools Learning Support Co-ordinator is called upon for further information and advice

Please see the relevant learning support codes of practice (including for those with EAL and/or IAL) for further detail.

Positive Relationships

At SIAL we recognise that children learn to be strong, confident and independent from being in secure relationships. We always aim to develop caring, respectful, professional relationships with the children and their families.

Your child's key person

Each child is assigned a key person:

- The school will inform parents and/or carers of the name of the key person and explain their role when a child first starts attending school
- The key person helps ensure that every child's learning and care is tailored to meet their individual needs, each child becomes familiar with the setting
- The key person also offers a settled relationship for the child, builds a relationship with their parents/carers and seeks to engage and support parents/carers in guiding their child's

development at home

- They will also help families engage with more specialist support if appropriate

Parents/Carers as Partners and the Wider community

At SIAL we recognise that parents/carers are children's first and most enduring educators and we value the contributions and support that they give their child and us. This process is developed and strengthened by:

- Our initial visits and tours where prospective parents are given the opportunity to gain a feel for how our Foundation Stage classes function in a normal school day
- Settling in days – a tailored timetable for when a child first joins our school so as to best aid the smoothest transition possible
- 'Meet the teacher' mornings within the first days of the new school year to explain key routines, the weekly timetable and to answer any questions as to our practices and procedures in EYFS
- Always operating an open door policy for parents/carers with any questions or suggestions
- Communication –daily contact through the home-school books, weekly information bulletins, half-termly curriculum bulletins (detailing the objectives, areas of learning and the overarching themes/topics for each half-term) and termly meetings with class representatives to gauge areas of strength and development within our ongoing practice
- Offering three parent/carer evenings throughout the course of the year
- Providing termly progress reports – reviewing each child's most recent progress and most appropriate next steps in each of the EYFS learning areas
- Displaying 'Wow moments' within the classroom to celebrate the children's achievements witnessed by parents/carers outside of school
- Holding workshops for parents/carers throughout the year, including offering support with the EYFS curriculum, framework and assessment and reporting procedures
- Sharing the children's 'Learning Journey's' and Topic books with the parents/carers and valuing the ongoing contributions to these from parents/carers
- Developing a range of activities throughout the year that encourage collaboration between the child, school and parents/carers and families, i.e. class assemblies, Christmas productions Musical Concerts and Sports Day etc..
- Parent/carer questionnaires asking for parents/carers feedback, including Parent/Carer Evening evaluations – where responses are anonymous and are analysed, evaluated and acted upon wherever possible
- Providing a Parent/Carer Handbook
- Asking parents/carers to sign a generic consent form for local educational visits, photographs etc.
- End of school year transition events for EYFS children with their new teachers and environments

Enabling Environments

At SIAL we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

The Learning Environment

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc..

The Foundation Stage has its own outdoor area (balcony) and regular access to the garden and school hall.

The free flow between the inside and the outside, weather permitting, has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and can be

physically active and exuberant.

Learning and Development

We plan a relevant, stimulating and challenging curriculum that is based upon our observations and assessments of all the children. By assessing the children's needs, interests and stages of development across the seven areas of the curriculum we support their journey towards achieving and exceeding the Early Learning Goals.

The EYFS learning and development requirements comprise:

The seven areas of learning and development

Prime Areas

- *Communication and language* development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- *Physical development* involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- *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.

Specific Areas

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

The **17 early learning goals** summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year (*please see relevant [appendix](#)*).

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity because:

- ❖ Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others

- ❖ Children learn by leading their own play and by taking part in play which is guided by adults
- ❖ The most effective practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction

As the children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning and so as to be ready for Year 1.

The way in which the child engages with other people and their environment underpins learning and development across all areas and supports the child to remain an effective and motivated learner. The **Characteristics of Effective Teaching and Learning** are:

Playing and Exploring

Children investigate and experience things and 'have a go'. *Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own and they communicate with others as they investigate and solve problems.*

Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy their achievements. *Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence they learn to make decisions and active learning also provides children with a sense of satisfaction as they take ownership of their learning.*

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things. *Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.*

Observation, Assessment and Planning

Foundation Stage staff (Teachers and Teaching Assistants) use observations as the basis for planning.

Foundation Stage Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning and ensure that the children's interests are explored and developed. This fostering of the children's interests develops a high level of motivation for the children's learning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process.

- It involves practitioners observing children to understand their level of achievement, interests and learning styles and to then shape learning experiences for each child reflecting those observations
- In their interactions with children, practitioners respond to their own day-to-day observations about children's progress and observations that parents and carers share

Assessment in the Foundation Stage takes the form of both formal and informal observations.

At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

Please see the relevant planning, teaching, assessment and cross-phase transition-related codes of practice for further detail.

SAFEGUARDING AND WELFARE ARRANGEMENTS

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

Statutory Framework for EYFS, 2014

At SIAL we take all necessary steps to keep your children safe and well, namely:

- ✓ Providing a setting that is welcoming, safe and stimulating where children can grow in confidence
- ✓ Promoting good health
- ✓ Managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- ✓ Ensuring that all adults who look after the children, or who have unsupervised access to them, are suitable to do so
- ✓ Ensuring that the setting, furniture and equipment is safe and suitable for the purpose it was intended for
- ✓ Maintaining records, codes of practice and procedures required for the safe and efficient management of the setting and to meet the needs of the children

Keeping Safe. It is very important to us that all of the children in the school are **safe**. We aim to educate the children on boundaries, rules and limits and to help them understand why they exist. We provide the children with choices to help them develop this important life skill. We also encourage the children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards and we aim to protect the physical and psychological well-being of all of the children.

Good Health. All of the children are provided with a healthy snack each day and have access to water at all times.

Please see the relevant safeguarding, child protection, health and safety, first aid (including accidents, medication etc.), behaviour and pastoral care-related codes of practice for further detail.

Staffing

There is a Teaching Assistant (TAs) in each class and these are employed to support the children's learning and development. They are expected to work under the direction of and in consultation with the class teacher.

At all times they should help support children achieve learning intentions in as independent a manner as is possible at their stage of development. TAs are expected to report back to teaching staff noting success as well as concerns either verbally or through written observations or evaluations.

Supervision

Children will be within sight and hearing of the staff at all times. The ratio of teaching staff is kept as high as finances allow.

For **children aged three and over** in independent schools, where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with the children the following **supervision ratio minimums** currently apply:

- Nursery: **1 staff : 13 children.**
- Reception (majority will be 5 five or older within the school year): **1 staff : 30 children.**

With classes of a maximum of 20 children in Nursery and 16 in Reception split between two rooms and with our allocation of teaching assistants our EYFS ratios at SIAL are commonly closer to **1 staff : 5 children.**

Resources

Provision of learning resources will be reviewed at least every term to ensure that equipment is in good condition and replaced or updated as necessary and as resources allow. If any member of staff or helper becomes aware of any health and safety issue they should stop the children from using that equipment or area and inform the class teacher as soon as possible. The class teacher will then inform the key stage co-ordinator.

Admissions

Children are admitted to school following the procedures outlined in our Admissions Code of Practice. Some children find full days very tiring to begin with and we do have the flexibility to offer a more staggered entry into school to suit a child's individual needs if either the parent/carer or Headteachers feel that this is appropriate.

Monitoring and Review

It is the responsibility of those working in EYFS to follow the principles and procedures stated in this code of practice. The Senior Leadership Team and the EYFS co-ordinator will carry out monitoring on EYFS as part of the whole school monitoring process.

APPENDICES

The Early Learning Goals (ELGs)

The Prime Areas

1. **Communication and language**

- **Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- **Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- **Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

2. **Physical development**

- **Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- **Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

3. **Personal, social and emotional development**

- **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The specific areas

4. **Literacy**

- **Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

5. Mathematics

- **Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- **Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

6. Understanding the world

- **People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- **Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

7. Expressive arts and design

- **Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- **Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Helpful links

- **Every child a talker.** Guidance for EYFS practitioners (DCSF, 2008). For further information, see: www.foundationyears.org.uk/2011/10/every-child-a-talker-guidance-for-early-language-lead-practitioners/ [last accessed: 28.07.15.]
- **I CAN** is a children's communication charity that offers a range of support, advice, guidance and training to parents/carers and practitioners. It also runs two specialist schools and offers multi-disciplinary assessments and accredited workforce training. For further information, see: www.ican.org.uk/ [last accessed: 28.07.15.]

Case studies of the strong practices of some EYFS providers, including those listed below, can be found here: <https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-early-years> [last accessed: 28.07.15.]

- Collaborating to support early years teaching and learning (13.07.15.) <https://www.gov.uk/government/publications/collaborating-to-support-early-years-teaching-and-learning> [last accessed: 28.07.15.]
- Improving boys' literacy skills (13.07.15.) <https://www.gov.uk/government/publications/improving-boys-literacy-skills> [last accessed: 28.07.15.]
- Learning together through play in the early years (13.07.15.) <https://www.gov.uk/government/publications/learning-together-through-play-in-the-early-years> [last accessed: 28.07.15.]
- Parents as partners in teaching (13.07.15.) <https://www.gov.uk/government/publications/parents-as-partners-in-teaching> [last accessed: 28.07.15.]
- Supporting children's learning through teaching and play (13.07.15.) <https://www.gov.uk/government/publications/supporting-childrens-learning-through-teaching-and-play> [last accessed: 28.07.15.]
- Teaching and play in the early years: a balancing act? (13.07.15.) <https://www.gov.uk/government/publications/teaching-and-play-in-the-early-years-a-balancing-act> [last accessed: 28.07.15.]
- Teaching young children to develop their communication skills (13.07.15.) <https://www.gov.uk/government/publications/teaching-young-children-to-develop-their-communication-skills> [last accessed: 28.07.15.]
- Using the physical environment as a tool for teaching (13.07.15.) <https://www.gov.uk/government/publications/using-the-physical-environment-as-a-tool-for-teaching> [last accessed: 28.07.15.]

ⁱ DfE. (2014) 'Statutory Framework for the Early Years Foundation Stage Setting the standards for learning, development and care for children from birth to five' [31.03.14.] <http://www.foundationyears.org.uk/files/2014/05/2014-EYFS.pdf> [last accessed: 28.07.15.]