

# EYFS Policy

<b>Approved by:</b>	School Business Manager School Education Manager College Education Manager  Chair of Trustees	<b>Date:</b> April 2019
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## **1. Aims**

In the Wynstones Kindergarten, children age 3 to 6 are combined in mixed age groups up to 16 children. Each kindergarten group is led by a specially trained kindergarten teacher and assistant who are the EYFS key person.

In our Kindertagens the children grow in a secure caring homely environment, surrounded by quality toys and materials which allow the children to develop physical and social skills and creative impulses together with imagination and fantasy which all help to form a foundation for a healthy adult life.

The structure and security of a Steiner Kindergarten form a bridge between home and the busy world outside. We aim to be an extension of the children's home life, rather than separate from it.

## **2. Foundation Skills**

The foundation skills in literacy and numeracy are laid through an environment rich in hands-on activity and play, and where language and communication are enabled through a rich oral tradition. Children learn these skills more effectively when they are also given the time and opportunity to develop socially, emotionally and physically in a creative, secure and harmonious environment.

## **3. The Statutory EYFS and Exemptions**

Our educational principles, policy and practice are based on and informed by the Steiner Waldorf Early Years curriculum and framework.

The Statutory Early Years Foundation Stage (EYFS) Birth – 5 years, applies to all settings including ours. It sets out both learning and development requirements and safeguarding and welfare requirements for children from birth to 31 August following their fifth birthday. You can find out more about the EYFS in the Guide to the EYFS in Steiner Kindertagens which you will find in your kindergarten or on <http://www.steinerwaldorf.org>. You can also find a parent's guide to the EYFS on the government website <http://www.foundationyears.org.uk>

Because there are differences between some EYFS requirements and Steiner Waldorf early childhood principles and practice, we have received some 'Exemptions and Modifications' to the EYFS Learning and Development requirements and Assessment regulations under the 'Established Principles' route. These are to do with the formal teaching of reading, writing, mathematics and use of IT/media and electronic gadgetry. There is no exemption from the safeguarding and welfare requirements. (See list of Exemptions and Modifications in the kindergarten).

## **4. The Daily Routine Through the "Rhythm of the Day"**

The Kindergarten session is structured with a rhythm based on concentrated activity and free play. By maintaining this rhythm the children feel secure in the cycle of the days, weeks and months, through repetition of seasonal activities, festivals and songs.

The adults present in the Kindergarten are there to help the children to feel safe within the rhythm, to inspire self-motivated learning and to provide role models worthy of imitation. One of the main principles behind the Steiner-Waldorf approach is that young children begin their learning through imitation, rather than instruction. Thus great care is put into the adults' gestures, speech and movement in the Kindergarten.

## **5. Monitoring Children's Progress and Parental Involvement**

We monitor the children's progress in order to be aware of their needs, providing continuous support whilst at our school. We keep observations and a record of all children using our Steiner Waldorf Early Years Profiles which are completed regularly, which includes extensions for children who are 5 to 6+. Before entering Class 1 a summative assessment is completed against Steiner Waldorf developmental milestones.

Every school term we hold a group Parents Evening where parents and teachers meet together. This is a chance for parents to discuss a particular aspect of child development or education as well as to enjoy a kindergarten activity. It is also a wonderful social opportunity to all meet as part of the Wynstones community and to come together for our children. All parents are warmly invited to attend.

Parents are also invited in for a termly individual meeting about their child and their development both in school and at school.

Parental involvement in contributing to the child's records is welcomed, as parents will observe progress and development at home that we may not see in the setting. We encourage the sharing of information. Parents are also invited to regularly attend festival celebrations in the Kindertagens and the main school. There are regular talks given by specialists about Steiner education.

## **6. Special Needs / Inclusion**

Every child in the kindergarten has access to all aspects of the curriculum. Differentiation extends to planning and preparation for individual children as deemed appropriate. This includes extension work for the more able children.

## **7. Afternoon Care**

Although the Kindergarten morning finishes shortly before lunch there is provision for the children at school until the end of the school day for those parents who request it.

## **8. Monitoring and review: putting policy into practice**

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The school managers will be informed of concerns, as appropriate.

## **9. Links with other school policies and practices**

This policy links with several school policies, practices and action plans including:

- Kindergarten Behaviour Policy
- Kindergarten ESL Policy

# **APPENDIX 1: Exemptions**

## **THE STATUTORY EYFS AND EXEMPTIONS**

The Statutory Early Years Foundation Stage (EYFS) Birth – 5 years, applies to all settings including ours. It sets out both learning and development requirements and safeguarding and welfare requirements for children from birth to 31 August following their fifth birthday. You can find out more about how we meet the requirements of the EYFS in the EYFS/Steiner Interpretation and Read-over and other documents which you will find in your kindergarten. You can also find a Parent's guide to the EYFS on the government website <http://www.foundationyears.org.uk>

Because there are areas which conflict with the Steiner Waldorf early childhood principles and practice, we have received some 'Exemptions and Modifications' to the EYFS Learning and Development requirements and Assessment regulations under the 'Established Principles' route for Steiner Waldorf settings. These are mostly to do with the introduction and in some cases formal teaching of reading, writing, mathematics and use of IT/media and electronic gadgetry. There is no exemption from the safeguarding and welfare requirements. (See list of Exemptions and Modifications in the kindergarten).

## **5-7 CURRICULUM**

Children over 5 are of statutory school age, and should be attending kindergarten full time (in full time education). We recognise that they need a more challenging experience, including raised expectations from the adults in the setting and a programme of work appropriate to their age, (Key Stage 1 in other school settings). In a Steiner school 'formal education' begins in Class 1. While there will be some activities and projects especially focused on these pre-school children, it is the new expectations of the staff relating to how the older children collaborate and contribute in a more structured and reliable way to the kindergarten community which is vital.

We have now collated all of this into curriculum documents for those children of statutory school age which shows progression from the EYFS, differentiation, what we expect of the older children and what and how they will learn through the curriculum provided. The documents describing the curriculum for this age are kept in the kindergarten.

Parents will be kept informed of their child's developmental progress throughout their time in the kindergarten and will be asked to contribute to the observations and information about their child. (See policy on observations and assessment).