

Pike Fold Community Primary School



Early Years Foundation Stage (EYFS) Policy

Adopted by Governors and Staff on

Policy Developed by Rachael Hawcroft (EYFS Co-ordinator)

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Early Years Foundation Stage (EYFS) Policy.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Pike Fold Community Primary School, most children join us at the age of three in the Nursery class. Children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "learn and develop well and are kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2017)

The EYFS unit at Pike Fold has places for 52 nursery class children and 60 reception class children.

Aims

- To give each child a happy, positive, and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore, and test them out along with their own, individual experiences.
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To encourage children to develop independence within a loving, 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 developing the confidence to work towards personal goals.

The EYFS is based upon four principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.
- Positive relationships - supporting the children in becoming strong and independent.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - An acknowledgement that children learn in different ways and at different rates

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Pike Fold 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.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Pike Fold Community Primary School. 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. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. 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 Inclusion manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children 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 to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

"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."

At Pike Fold Community Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Pike Fold we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school through an informal meeting at school;
- the children have the opportunity to spend time with their teacher before starting school during transition sessions;

- Inviting all parents to an induction meeting during the half term before their child starts school.
- Offering home visits for our children coming into Nursery.
- Support children through the transition from pre-school/home to Nursery with the children attending part time during the first two weeks. This is also to support staff and parents in getting to know each other as well as the children.
- Operating an open door policy for parents with any queries.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits, craft sessions, parent workshops;
- Sharing regularly the children's 'learning journey' and valuing the on-going contributions to these from parents.
- ensuring all parents know that their child's teacher and teaching assistant are their key workers and
- By providing a quiet and confidential area where parents are able to discuss any concerns.
- Using 2simple programme to complete observations on the children in the setting which the parents have free access to.
- Encouraging parents to contribute to the child's 2simple profile

Staffing

There is a Foundation Stage co-ordinator who has the responsibility for the implementation and monitoring of this policy. Monitoring of teaching and learning is carried out by the Foundation Stage co-ordinator, Head teacher and Deputy Head Teachers with external validation when necessary.

The ratio of Adults to pupils is 1:13 in Nursery and 1:15 in reception. We also have an additional TA in the EYFS unit, whose main task is to supervise the learning space and to uphold the ratio 1:13 when required.

One TA has increased responsibility as she is a TA 4 and is responsible for continuous provision planning. This TA has additional hours, duties and responsibility to reflect her enhanced salary.

Key Person

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Pike Fold each child is

allocated a key person. The Key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.

The Foundation Stage staff meet with the feeder pre-school settings, where possible, to share good practice and discuss current issues. Where children attend other settings we aim to ensure continuity and coherence by sharing information about the child.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning Journeys (2Simple 2 create a profile). Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

At Pike Fold Community Primary School we recognise that children learn and develop in different ways and have their own learning styles. Teachers and teaching assistants provide the curriculum in the EYFS Unit. There are seven areas of learning and development that must shape educational provision in early year's settings. We value all areas of learning and development equally and understand that they are often inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships' and thrive. The three prime areas are

- **Communication and language** - Listening and Attention, Understanding and Speaking
- **Physical development** - Moving and Handling and Health and Self Care
- **Personal, social and emotional development** - Making Relationships, Managing feelings and Behaviours and Self Confidence and Self Awareness.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

The four specific areas are

- **Literacy** - Reading and Writing
- **Mathematics** - Numbers and Shape, Space and Measure
- **Understanding of the world** - People and Communities, The World and Technology
- **Expressive arts and design** - Exploring and using media and materials and Being Imaginative.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Inclusion manager in order to access Special Educational Needs support.

At Pike Fold Community Primary School:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part 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. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As 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, ready for Year 1." (Statutory Framework for EYFS 2017)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Pike Fold we support children in using the three characteristics of effective teaching and learning. These are;

- **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; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2017)

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the 17 early learning goals throughout the EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations;
- the good relationships between our school and the settings that our children experience prior to joining our school;

We ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children 'self-selecting tasks' or 'learn and explore time', the interaction between the adult and child is essential as the adults response to children builds understanding and therefore guides new learning. The adults' role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them, at other times they will participate in a child's game, extending it where possible.

Play

Learning through play is an important part of our early year's classroom. We believe children learn best from activities and experiences that interest and inspire them. We provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their

play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

Teaching

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as key groups. In these slots we focus on our topic work, maths, literacy, phonics and stories and rhymes. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Pike Fold Community Primary School, there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS Risk Assessment), safeguarding and child protection policies and there is detailed information and procedures to ensure the safety of the children. Risk assessments are conducted three monthly to check equipment, daily monitoring of the outdoor equipment is also conducted.

In line with the EYFS statutory framework 2017, at Pike Fold Community Primary school we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child

where written permission for that particular medicine has been obtained from the child's parent and/or carer." At Pike Fold a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2017)

- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). Ten staff within the EYFS are paediatric first aid trained.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use. All staff use a school iPad to take photographs and observations to support the regular observation assessment cycle in the EYFS Unit and for the child's personal online learning journey which is emailed to parents termly.
- All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.
- All parents are requested to hand over their children to pike fold staff, to ensure good safeguarding practice.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

We encourage all children to start school without nappies or pull ups but will support any children struggling with this (on a reduced timetable). We acknowledge that young children often have 'accidents' (i.e. wet themselves) and ask that parents provide a spare change of clothes at all times, so the child is able to change themselves in the presence of two members of staff. Due to limited spare clothes, each child **MUST** have a spare set (underwear, top, socks, and trousers/skirt) which can be kept on their peg. If no spares can be found it will result in a phone call home for replacements to be brought in. If a child has an accident in which they are unable to change and clean themselves the parents will be called to assist them.

Transition

From Pre-school /Feeder settings / home

During the summer term prior to a child's entry into the Nursery or Reception year, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the autumn term to support transition and to inform planning.
- Members of staff within the EYFS make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children may have visits with their key workers into school where they get an opportunity to engage with the current nursery and reception children.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support. These children coming into Reception will also have a gradual part time entry that suits their needs.
- Children coming into Nursery have a phased entry over 2 weeks to help them settle and feel safe and secure in their new environment.
- In September Nursery staff complete home visits with the new nursery children in which they go through the 'all about me' booklet and any questions the parents may have.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1. Children also spend two days in the Year 1 classroom ready for them going up in September.

Policy Developed by Rachael Hawcroft (EYFS Co-ordinator)