

Childer Thornton Primary School Early Years Foundation Stage Policy



Approved by Governors: Autumn Term 2023

Next review: Autumn 2024

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 Childer Thornton, children join the Nursery class following their third birthday and 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 inquisitive, active learners for life. Furthermore, our school values - creativity, curiosity, broadmindedness, responsibility, sense of belonging, enjoying life and kindness are promoted and nurtured through our teaching and learning activities. The pupils of Childer Thornton Primary School voted to add kindness to our school values in 2022, as they felt it an important aspect of our school.

Every child deserves the best possible start in life. We strive to provide the children with the support that enables them to fulfil their potential.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported (Statutory Framework for the EYFS 2021)

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#). This document also complies with our funding agreement and articles of association.

The EYFS is based upon four principles:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

(Statutory Framework for the EYFS 2021)

The following principles underline our practice:

- Learning begins at birth
- Care and education are inseparable
- High value given to the contribution of parents/carers
- Every child develops at his or her pace, but adults can stimulate and encourage learning
- All children benefit from a developmentally appropriate education
- Skilled and careful observation is the key to helping children learn
- Cultural and physical diversity should be respected and valued
- Young children learn best through play, first hand experience and talk
- Carers and educators should work in partnership with parents, who are their children's first educators
- Quality care and education require well trained educators/carers and on going training and support.

A Unique Child

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 and 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 Childer Thornton. 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 school's SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's SENCO (Mrs Bainbridge).

Planning

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;
- A progressive EYFS curriculum that provides the building blocks for future success through the use of a rigorous systematic, synthetic phonics programme and a maths curriculum that builds upon children's prior knowledge paving the way for the children's future schooling.
- The long term plans for each of the foundation subjects throughout school start from nursery.
- 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/ stereotyping and reflect our 'No Outsiders' approach;
- Monitoring children's progress and taking rapid action to provide additional support as necessary.
- Guidance and reassurance to enable children to take managed risks
- Planning involves separate Literacy and Numeracy planning (3-5 year olds)
- We use Literacy Company schemes of work in both Nursery and Reception as a basis for children's literacy development
- Planning allows opportunity for a balance of child initiated activity and adult led activity
- All adults working in the Foundation Stage classes plan together through discussion and weekly staff meetings
- Play is an integral part of the planned activities
- Planning is informed by observation

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 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 Childer Thornton we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. 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.

Ratios in Nursery

All early years providers working with children from birth to 5 years old must follow the regulations on early years foundation stage (EYFS) regarding staff:child ratios as is set out in the EYFS statutory framework.

Positive Relationships

At Childer Thornton we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We aim to provide opportunities for parents to come into school to see teaching in practice and spend time with their child as part of stay and play sessions.

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 believe that all parents have an important role to play in the education of their child. We believe this is most effective when there is a strong partnership between staff and parents and/or carers.

Each child in nursery is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. In our Reception class, this will be the class teacher. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We do this through:

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school and Nursery during transition sessions;
- encouraging parents to contribute to their child's learning journey using Tapestry.
- support children through the transition from Nursery to Reception and Reception into Year 1 through carefully planned transition opportunities in the summer term. This is also to support staff and parents in getting to know each other as well as the children.
- inviting all parents to a reading meeting during the first half term of the child's Nursery and Reception year in order to detail how we teach reading and phonics and how parents can best support their child with this at home;
- inviting all parents to a Read Write Inc. reading session in school to see a live phonics lesson
- 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. Parents receive a completed learning journey at the end of Nursery and at the end of the Reception year, this also contains the child's statutory assessment results for the end of EYFS.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits and school performances,

- providing photographs in the school newsletter and on the school's twitter page which parents can access.
- written contact through home school diary (reception) and Tapestry as well as the acknowledgement that parents can ring school to contact staff.
- ensuring all parents know who their child's teacher and teaching assistant are.
- by providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, 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 interests. 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 online learning journey to which parents have continuous access. 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

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

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 SENCO in order to access the relevant support required.

At Childer Thornton:

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 of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. The children at Childer Thornton learn by leading their own play, and by taking part in play which is guided by adults. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Planning and guided children's activities will reflect on the different ways that children learn. At Childer Thornton 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 2021)

Religious Education is also taught in EYFS in accordance with local authority guidelines.

Early Language

As stated in the Ofsted research and analysis document – Best Start in Life 'Communication and language are vital for young children to develop. Early interactions are crucial to children's language development. The quality and quantity of interactions matter. An environment that promotes and supports young children's language and communication skills will influence their language development.'

As a school, we recognise that we have a pivotal role to play in developing children's communication and language skills regardless of the children's knowledge on entry. We are passionate about upskilling staff to ensure that every conversation counts as well as providing children with an environment that promotes and supports their language and communication skills.

Assessment

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (expected)
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Each child has their own online learning journey (Tapestry) which contains photos, observation notes, quotes from the child, samples of child initiated activity, reflections from the child and input from the parents. The focus is on remarking on the children's 'wow moments.' These profiles are available for children and adults to look at whenever they like and parents will be provided with a login in their first few weeks of starting with us.

Parents receive an annual report that offers brief comments on each child's progress according to the different areas of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents in early July each year.

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. We are a 'No Outsiders' school and use a range of texts to support the teaching of diversity. As such, 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 Childer Thornton, there are clear procedures for assessing risk 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) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

At Childer Thornton 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 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 Childer Thornton a written record is kept each time a medicine is administered to a child.
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- The 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. All EYFS teachers and Teaching Assistants 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 including how mobile phones and cameras are to be used and stored securely whilst children are in the setting. 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.

Transition

From Home /Nursery – Other Feeder settings

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

- All Nursery children are invited to look around Nursery so they can get to know staff and see the setting.
- All children are then invited for stay and play sessions with a parent before they start Nursery. The number of sessions depends on both the child's and parent's needs.
- Before starting in the Reception Class the children are invited to make three separate visits.
- Any child coming from another Nursery either has a visit or contact is made with their current setting
- These children will be offered places at our Nursery to support the induction process if the parents choose them.
- All these children will be offered a one to one visit in the school and be shown around by staff in order for them to get to know the staff and the setting.
- Children requiring extra support will have additional visits regardless of their setting and transition books. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (TAF) process.

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 feels 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, 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.

In conjunction with this policy please also refer to:

- Intimate Care Policy/Procedure for changing a child following a toileting accident
- Appendix 1 Being Safe – EYFS
- Appendix 2 Supporting Parents in EYFS
- Appendix 3 Transition arrangements