

Whittlefield Primary School
Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. “

(EYFS, 2017)

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Children learn in different ways. At Whittlefield we ensure that every learning style is catered for. In planning and guiding children’s activities, practitioners reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning 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.

The Curriculum

The Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available from the school office or to download at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf. This clearly defines what we teach. The following policy details the specifics of our setting.

A Unique Child

At Whittlefield Primary School, 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 assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Whittlefield Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. 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.

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).

Safeguarding

"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 Whittlefield 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 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.

We endeavour to meet all these requirements. Every child is assigned to a 'Key Person' to ensure that every child's learning and care is tailored to meet their individual needs.

Rigorous Safeguarding systems are embedded within the EYFS and all staff are trained up in reporting any incidents of significance. Staff are fully trained in recording any points of significance and to record minor issues which may result in a Safeguarding issue on CPOMs (safeguarding program.) Staff are also trained in dealing with safeguarding of harmful online material.

Staff members themselves are required to attend 'Supervision' meetings with the Headteacher/ EYFS Leader to ensure suitability for post and are expected to adhere to the 'Staff Code of Conduct.

Statutory safeguarding documents are adhered to by all members of staff. All staff are required to read the 'Keeping Children Safe' documentation. 'Working Together to Safeguard Children 2018', and the 'Prevent Duty Guidance 2015' are fully implemented.

At Whittlefield Primary School we train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour;
- Deterioration in children's general well-being;

- Unexplained bruising, marks or signs of possible abuse or neglect;
- Children's comments which give cause for concern;
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their needs.

Whittlefield Primary School adheres to statutory 'Prevent' guidance in ensuring children stay safe in education and work together with parents/ carers outside of education wherever possible. Our systems ensure a positive 'parent partnership' which help to gain a wider understanding of a child's background. Staff are updated regularly regarding the 'Prevent' duty.

Staff are regularly made aware of any significant events in a child's life, along with training on how to deal with 'peer on peer' abuse. Staff receive regular updates on safeguarding at least termly. Staff are made aware of the Designated Senior Leads for safeguarding who are trained at least annually. Staff work closely with the Attendance Officer ensuring children who are missing education are accounted for immediately on the first day of absence, until their return to education.

Qualifications:

- All EYFS staff are fully DBS checked.
- Staff qualifications, training, support and skills – all staff hold the necessary literacy and numeracy qualification requirements for level 3 Early Years Educator (EYE). As set out in the government response to the L3 consultation, to count in the ratios at level 3,
- Staff holding an EYE qualification must also have achieved a suitable level 2 qualification in English and maths.
- All newly qualified entrants to the early years workforce with full and relevant level 2 and/or level 3 qualifications must also have a PFA certificate before they can be included in the statutory staff:child ratios in early years settings. The full PFA and emergency PFA course content has been set out in Annex A of the EYFS.
- Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist.

Positive Relationships

At Whittlefield School 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:

- Inviting all parents to an induction meeting during the term before their child starts school;
- The children have the opportunity to spend time with their teacher before starting school during 'Play and Stay' sessions;
- Offering parents regular opportunities to talk about their child's progress in our reception class and allowing free access to the children's 'Learning Journey'
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive an interim report on progress in February and a detailed 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: Celebration assemblies, performances, Creativity/Curriculum afternoons etc;
- Including 'WOW Moments' with parents contributions in the children's Learning Journeys.
- We also use an app called Seesaw which is a communication tool that allows staff and parents to communicate with one another about their child and is a great way of sharing what their child gets up to during the school day and keeps them informed of what is happening in school.

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 our school the Reception class teacher and the Nursery class teacher acts a 'Key Person' to all children in their care. The Reception teacher meets with nursery staff to discuss new intake children. Staff and children from the nursery are regularly invited to school events. We aim to ensure continuity and coherence between the nursery setting and school setting by sharing information about the children's achievements.

Enabling Environments

At Whittlefield Primary School 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 to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these

MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Journey' booklets. They also contain information provided by parents.

At Whittlefield Primary School, we use Development Matters Trackers to record judgements against the EYFS Profile. Each child's level of development is recorded against 17 assessment scales derived from the ELG's.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. We give an opportunity for the parents to discuss these judgements with the EYFS teacher at the end of year.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely, inclusive of all children. Adaptations are made for learners with additional SEN needs to ensure every child accesses a broad and rich curriculum. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS classrooms have their own enclosed outdoor area. This 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. It offers the children time to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

Learning and Development

At Whittlefield Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

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. 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 Early Learning Goals throughout 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 and self-management;
- 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, which are shared with parents;
- The good relationships between our school and the settings that our children experience prior to joining our school;
- We will provide 'out of hours' care for children who attend nursery provision where necessary

Areas of Learning:

The EYFS is made up of seven areas of learning:

Prime areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific areas:

- Literacy
- Mathematics
- Expressive arts and Design
- Understand the World

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

There is a named Governor responsible for the Curriculum. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual Learning Journey. These are collections of children's work, photos and observations which create a detailed picture of the child.

Where appropriate, we include individual next steps for children's learning. These next steps are discussed by the EYFS team in informal meetings after school each day and in the weekly planning meetings. Next steps inform planning for the next day and week ahead.

Parents have access to the Learning Journeys which are stored in the classroom. They are encouraged to contribute through the use of our WOW moments. WOW moments are where significant events that happen at home can be recorded, they are available in each classroom and can be taken home to complete or can be completed with the support of a member of staff. The Learning Journey is given to parents when their child enters Year 1 or leaves our setting. On entry to Nursery we carry out baseline assessments for each child. Throughout the Early Years the Class Teacher submits end of term tracker to the EYFS Leader showing each child's development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This information is also communicated to parents and carers in the Reception child's end of year report and can be discussed in the final Parents' Evening in Reception. On entry to Reception, all class teachers use their professional judgements to establish a starting point on entry to school. Staff should regularly liaise with the Nursery teacher in order to submit a more accurate baseline judgement.

Signed Mrs N Sumner

Date of Policy – September 2020

Review date – September 2021