

Fallings Park Primary School
Policy and Procedures for Early Years Foundation Stage

Governor Curriculum Committee November 2017

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Aims:

At **Fallings Park Primary**, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life, in which they can build a foundation for a love of learning.

“The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

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 learning and development opportunities which are planning around the needs and interests of each individual child and are assessed and reviewed 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.”¹

1. Legal framework:

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 1998

1.2. This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2017) ‘Statutory framework for the early years foundation stage’
- DfE (2016) ‘Keeping children safe in education’
- DfE (2015) ‘Working together to safeguard children’
- DfE (2015) ‘The prevent duty’

2. Roles and responsibilities:

The governing body has the overall responsibility for the implementation of this policy.

The governing body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing body has responsibility for handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy

The Early Years Assistant Head, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

3. Aims:

Through the implementation of this policy, Fallings Park Primary aims to:

Place emphasis on personal, social and emotional development, recognising the importance of well-being, self-confidence, self-esteem and collaboration.

Provide opportunities for intellectual development through structured learning experiences which start from what the child already knows, understands and can do.

Provide opportunities for children to make responsible choices from among a wide range of activities and to develop independence.

¹ DfE (2017) ‘Statutory framework for the early years foundation stage’ p.5

Recognise the central role of play in developing children's language and social skills, thus enabling them to explore and experiment.

Plan learning experiences on the basis of observing, assessing and recording individual children's learning, development and achievement, being aware of the varying rate of children's progress.

Provide continuity with what has gone on before as well as future educational demand.

Plan in an integrated way, as this is how young children learn.

Lay the foundations for the Early Learning Goals to enable children to begin the National Curriculum from Year 1.

Provide equal access for every child and challenge discrimination and stereotyping.

Meet the Welfare standards and provide a safe and secure environment at all times

4. Staffing

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection, and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.

Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.

All newly qualified staff with a level 2 or 3 qualification will be PFA trained.

Fallings Park Primary will organise PFA training to be renewed every two years.

Fallings Park Primary provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

The school adopts the following staffing ratios:

- For children aged two, there is one member of staff for every four children. At least one staff member holds a full and relevant level 3 qualification, and at least half of the other staff members hold full and relevant level 2 qualifications.
- For children aged three and over:
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working

directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.

- Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

Parents will be informed about staffing arrangements on admission.

5. Resources:

The Early Years Foundation Stage is housed in a large, recently built expansion block, with its own enclosed outdoor learning, play and garden areas.

Resources are classroom based and also stored in a large area within the Early Years building. Further resources are available in other curriculum areas of the school.

Each year, a proportion of the school budget is identified for the Curriculum resources.

These are regularly reviewed and priorities set for future spending.

The children have regular access to the school hall. The curriculum is enhanced by using the school grounds and local environment and we work closely with the community, both by inviting visitors into school and going out to visit local projects and services.

6. Curriculum:

Fallings Park Primary offers an EYFS curriculum based on an observation of children's needs, interests and stages of development.

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education. =

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The 'prime' areas of learning and development are:

- Communication and language
 - Listening and attention
 - Understanding
 - Speaking
- Physical development
 - Moving and handling
 - Health and self-care
- Personal, social and emotional development
 - Self-confidence and self-awareness
 - Managing feelings and behaviour

- Making relationships

The 'specific' areas of learning and development are:

- Literacy
 - Reading
 - Writing
- Mathematics
 - Numbers
 - Space, shape and measure
- Understanding the world
 - People and communities
 - The world
 - Technology
- Expressive arts and design
 - Exploring and using media and materials
 - Being imaginative

Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Staff use these areas as the framework for their curriculum planning.

During the first few weeks for each new Nursery intake, a "settling-in" curriculum is planned, emphasising Personal, Social and Emotional Development.

Many children entering our Foundation Stage have poor language and communication skills and these are addressed by emphasis being placed on appropriate learning and teaching strategies. The school is currently using the ELKLAN project to support speaking and listening.

7. Teaching and Learning Strategies:

There is a balance between child initiated and adult directed learning within the Early Years.

Children are engaged in large and small group and individual activities.

Our ethos is that children will become independent learners, being encouraged to be curious and to ask questions. Rather than being given answers, they will discover and find out for themselves, using the practitioner to support and encourage the process of learning.

Sometimes practitioners simply observe, at other moments they act as co-investigators or scribes, or they may challenge or provoke ideas through the use of open-ended questions. This approach involves an enormous respect for the children's own theories and ideas and

allowing children to make mistakes in their quest to solve problems is considered a valuable part of the learning process.

By following the children's interests, high levels of involvement become evident, developing a positive disposition to learning.

Within the Nursery and Reception classes all practitioners work as a team, undertaking adult focused activities, supporting and extending child initiated experiences, making observations and caring for the physical and emotional well-being of the children.

8. Planning:

When planning it is recognised that:

- Children's changing interests and needs must be taken into consideration
- There is an acknowledgement that not all children will cover all the planned activities.
- The activities cover a broad and balanced curriculum
- There is a balance between adult directed and child initiated learning.
- The activities offer challenge, extension and new learning possibilities
- Activities are differentiated to meet the learning needs/styles of the individual children, including the less able and the high attainers.
- Activities give relevant and meaningful experiences
- Activities offer opportunities for talking as well as doing.
- Use will be made of the skills of parents and the wider community
- The various Areas of Learning are defined, integrated and linked.
- There is continuity with the Key Stage One programmes of study in the National Curriculum.
- Above all, the process of education – *how children are encouraged to learn* - is as important as, and inseparable from the content – *what they learn*.

Long Term Planning:

DfE "Development Matters in the Early Years Foundation Stage" is used as the long term plan. Staff focus on the 17 areas taken from the Prime and Specific Areas of Learning.

The Characteristics of Learning underpin learning and development across all areas and support the children to become effective learners.

Short Term Planning:

Short term planning takes place on a weekly and daily basis and is informed by observation, assessment and evaluation.

Nursery planning proformas include a weekly overview and daily planning identifying a balance of adult focused and child initiated learning.

In Reception daily planning covers all six areas of learning whilst specific planning sheets for Communication, Language and Literacy and Problem Solving, Reasoning and Numeracy , give more detail and are linked to weekly target sheets.

All planning sheets include :-

- The Area of Learning to be focused on and links to any other areas
- Sharply focused learning objectives
- An outline of learning activities, differentiated where appropriate
- Any target groups of children
- Intended learning outcomes
- Practitioner responsible for the activity
- Evaluation/next steps to enable practitioners to reflect on the extent to which children achieved the intended objectives and what will need to be taken forward on the following days. In Reception, evaluations for Communication, Language and Literacy and Problem Solving, Reasoning and Numeracy are recorded on weekly target sheets.

9. Assessment and Record-keeping:

Nursery

Children's progress is tracked through the EexAt Assessment tool. Pupils will be assessed on entry as a baseline and continue to be assessed throughout their time in Early Years until they leave Reception.

Pupils can be identified as:

At Age Related Expectations – AR

Above Age Related Expectations – AAR

Below Age Related Expectations – BAR

Well Below Age Related Expectations – WBAR

Data is formally shared with school leaders and governors three times a year following the school's assessment cycle.

A formal report to parents is completed

Reception

Children's progress is tracked through the EexAt Assessment tool. Pupils who enter reception from the school's nursery will have previous data.

Pupils who have not attended Fallings Park Nursery will be assessed as a baseline during their first half term using EexAt. Data is formally shared with school leaders and governors three times a year following the school's assessment cycle.

Pupils can be identified as:

At Age Related Expectations – AR

Above Age Related Expectations – AAR

Below Age Related Expectations – BAR

Well Below Age Related Expectations – WBAR

Discussions with parents/carers and children relating to progress take place formally each term and incidentally through daily contact between practitioners and parents.

Evidence of progress is gathered through

- Informal and planned observations
- Lesson evaluations / assessments
- Evaluations on target sheets
- Annotated photographs
- Children's work
- Discussions with children

On-going pupil portfolios, in the form of a booklet containing samples of children's work, photographs and comments, are built up during the Foundation Stage and are presented to the children at the end of the Reception year during a special celebration event to which parents are invited.

During Reception, individual reading and phonic records are also kept in line with the school policy.

Attainment and achievement are reported formally to parents at the end of Nursery and the Reception Year in the child's school report.

10. The learning environment and outdoor spaces

The classroom is organised in such a way that children can explore and learn in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are toilet facilities available to the EYFS, and there are hygienic changing facilities located near the Reception area containing a supply of towels and spare clothes.

11. Links

We endeavour to ensure that the Nursery children and their parents feel a sense of belonging to the whole school. This is developed by encouraging Nursery children to wear school uniform, by their attendance at some school assemblies and by inviting parents to concerts and class assemblies when their children are participating. The Nursery are always included in special events in school, such as our Eco-School activities and celebrations, for example at Harvest and Christmas.

Parents are regularly invited into Nursery for “Inspire” sessions.

Each term “Inspire” sessions are held across the Foundation Stage to encourage parents to be involved in their children’s learning. Parents of Reception children are also invited to join our Family Learning group “Learning is Fun”

There are strong links between our Nursery and Reception classes.

Reception staff work together very closely in our Reception Unit. The four Foundation Stage teachers form one of our Standards groups, ensuring that they are sharing good practice, moderating outcomes and monitoring standards. Relevant CPD sessions are delivered as part of the whole school programme or for Early Years practitioners only as appropriate.

Reception and Nursery classes meet together twice each week for Collective Worship, enabling staff to provide acts of worship appropriate to the children’s development and understanding whilst also allowing the children to become familiar with the staff in these classes.

The school has good links with local Nursery Schools and classes from where we receive a number of children into our Reception classes. The Early Years Coordinator or Reception teacher speak to staff and whenever possible visits the school prior to each new intake entering our school.

When necessary our Nursery and Reception children receive support from outside agencies. These include the Educational Psychologist, Speech and Language Therapist, the Special Needs Early Years Team, Early Years Social Inclusion, Health Visitor, School Nurse, Educational Welfare Officer and specialist teachers, for example from the Visually Impaired Unit.

Our Governors and other visitors are always welcome in school and are particularly invited to special events, such as our concerts and plays. We regularly visit other local services, for example the nearby shops, Health Centre, library, churches and the Fire Station

12. Safeguarding and welfare

Fallings Park Primary takes all necessary steps to keep the children in our care safe

Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

13. Health and safety

A first-aid box is located in the Reception kitchen.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.

The school's Administering Medication Policy outlines the procedures for administering medicines.

The EYFS lead will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents.

Accidents and injuries will be recorded in an accident book, located in the First Aid bag

The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

The school has a Fire Evacuation Plan in place.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the School Food Policy.

The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.

Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines Fallings Park Primary's full health and safety policies and procedures.

14. Parental involvement

At Fallings Park Primary, we firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to staff at the start and end of the school day.

The Consultation room will be utilised for confidential discussions between staff and parents.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child, and using the internet at school.

Parents are asked to complete admission forms and a medical form and are requested to keep details up to date.

15. Admissions

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Nursery

Children are eligible for a place in our Nursery Class for a session after their third birthday. A child is offered a 3 hour daily Nursery session.

We organise an induction programme which includes:

- Home visits at least once in the term prior to admission
- Admission documentation is undertaken on attending
- Pupils attend in small groups for up to 4 days prior to beginning a whole session. Meeting for parents with Nursery staff for curriculum introduction and school procedures.

Reception

Admittance to full-time education takes place in September each year in accordance with the Local Authority policy.

We organise an induction programme which includes:

Summer term

- Visits to feeder nurseries
- Parent attendance at the school for an introduction to the Head teacher and school overview
- Tour of the school for parents and children on Parents' Evening
- Admission documentation is undertaken during parent attendance at school in July following a meeting for parents with Reception staff and School nurse for curriculum introduction and school procedures.

Autumn term

- Pupils attend Reception in lesser numbers for a shortened day (finish 2:00pm) for one of first two days.

16. Monitoring and review

- a. This policy is reviewed every two years by the governing body and the headteacher.
- b. Any changes made to this policy will be communicated to all members of staff.
- c. All members of staff directly involved with the EYFS are required to familiarise themselves with all process and procedures outlined in this policy as part of their induction.
- d. The next scheduled review date for this policy is **June 2019**.