

# Yealand Church of England Primary School



Inspire ★ Believe ★ Achieve

*'Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith.'* 1 Timothy 4:12

## Early Years Foundation Stage Policy

## **Introduction**

*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 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.*

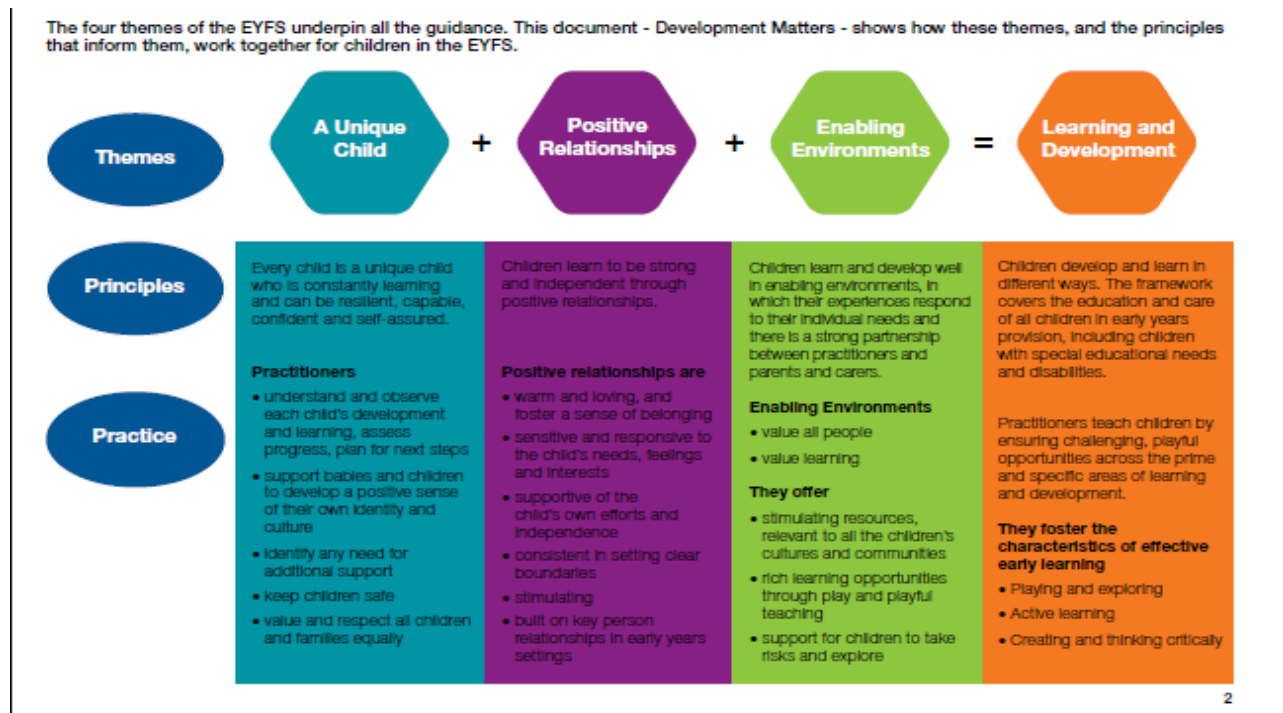
### **Introduction to Statutory Framework for the Early Years Foundation Stage**

The overarching aim of the Early Years Policy at Yealand Church of England Primary School is to promote the principles of the EYFS Statutory Framework and The Development Matters in the Early Years Foundation Stage Guidance. (Revised Framework September 2017)

The Statutory document states the requirements for schools and early year's settings to support children's learning and development and safeguarding and welfare. The Statutory framework briefly sets out the educational programmes and the early learning goals for each area. It also makes it **mandatory** for practitioners to use the Characteristics of Effective learning to show **how** children learn.

The Development Matters in the Early Years Foundation Stage Guidance provides detailed guidance on observing what children are learning, plus examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area.

## Themes, Principles and Practice



## Safeguarding

As a school and in our early years provision safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- ◆ regular safeguarding training, including child protection training and updates for all staff every 3 years. The Designated Senior Person is Mrs Katrina Gale and the Deputy Designated Senior Persons are Kirsty Beswetherick and Kathryn Brown.
- ◆ safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about the behaviour of colleagues, *please see e-safety policy and whistle-blowing policy*
- ◆ the extent to which children behave in ways that are safe for themselves and others
- ◆ children's understanding of dangers and how to stay safe
- ◆ the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- ◆ the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- ◆ the necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill
- ◆ the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- ◆ the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- ◆ the suitability and qualifications of the adults looking after children or having unsupervised access to them.
- ◆ the appraisal arrangements, training, support and skills development of staff on a regular basis
- ◆ the effectiveness of risk assessments and actions taken to manage or eliminate risks.

Risk assessments of the learning environment are reviewed annually and health and safety issues are discussed at the start of each weekly staff meeting. The outdoor play equipment is inspected annually in line with the school playground equipment.

### **EYFS Provision in this setting consists of:**

The terms 'early years'/ foundation stage in this context refer to children in the Nursery and Reception year groups at Yealand Church of England Primary School.

This policy reflects the main aims of the school which are:

- ◆ Christian Values are embedded throughout the work of the school thus recognising and celebrating our church school distinctiveness.
- ◆ We unlock the potential in all members of our school family
- ◆ Teaching and learning is personalised, creative, challenging and fun
- ◆ Children are inspired and supported to develop interests and skills both in and outside school
- ◆ Positive links with the local community create strong partnerships
- ◆ A sense of mutual respect, care and responsibility is shown for everyone and everything in school
- ◆ Children can contribute positively to a changing society
- ◆ Everyone in school feels safe, supported, valued and happy
- ◆ Children are supported to make informed decisions for a healthy lifestyle- physically, emotionally, socially and academically
- ◆ We are leaders in best educational practice

In meeting the needs of each individual child we aim to enable the child;

- ◆ To be valued as an individual and develop self-confidence.
- ◆ To develop a partnership with home, community and setting.
- ◆ To experience equality of opportunity in a caring and safe environment.
- ◆ To develop enquiring minds, encouraging independent thought.
- ◆ To be given opportunities to apply themselves to tasks which are important and Relevant to them.
- ◆ To have access to a wide variety of appropriate resources and equipment.
- ◆ To develop the ability to make reasoned choices.
- ◆ To appreciate others and care for them.
- ◆ To acquire the skills to communicate their needs, feelings and experiences.
- ◆ To develop knowledge, skills, concepts and attitudes which relate to all areas of the Curriculum and in life.
- ◆ To acquire positive attitudes, values and beliefs and develop an understanding of and Respect for other people's cultures and beliefs.
- ◆ To experience personal achievement and appreciate the achievements of others.
- ◆ To develop a responsibility for self and others.
- ◆ To develop independence and self-help skills.

- ◆ To enjoy the process of learning.
- ◆ These aims are underpinned by the EYFS four key themes – Unique child, enabling environments, learning and development, positive relationships.

### **EYFS Provision at Yealand Church of England Primary School**

#### **Staff in the Early Years are:**

<b>Name</b>	<b>Position</b>	<b>Days of work</b>	<b>Qualifications</b>
Mrs Kirsty Beswetherick	Teacher	Monday, Tuesday and Wednesday,	BA Hon History with QTS Paediatric First Aid
Mrs Katrina Gale	Teacher	Thursday and Friday	BA Hon with QTS First Aid
Ms Karen Gray	TA	Monday to Friday 10-1:15	
Miss Heather Scott	TA	Monday (all day), Tuesday (am) Wednesday (all day) Thursday (all day) Friday (am)	
Mrs Diane Tobin	TA	Monday (pm)	HLTA

#### **Organisation and management of provision:**

Early Years provision at Yealand Church of England Primary School is organised across the Little Owls Activity Room (Nursery) and Robin Class (Reception & KS1). Nursery operates Monday, Wednesday & Thursday from 9am to 3:00, Tuesday and Friday from 9am to 12:45 during term times and is open to children from the September before they are due to start Reception. The children start in Reception the September after their fourth birthday. The Reception children form one class with the Year 1 and Year 2 however there are many occasions when they work alongside the Nursery group as part of their learning opportunities. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the Early Years Foundation Stage and the children also have access to other equipment and facilities throughout the school for example the laptops and iPads.

- ◆ As part of our daily routines we have worship every day. Once a week the worship is led by the Parish Priest, there is also a Celebration Worship at the end of every week.
- ◆ A Key Person is not assigned to the children as the cohorts are usually too small and therefore the designated keyworker is the Teacher. Teaching Assistants have been trained and are also responsible for making observations on the children.
- ◆ Reception children eat their lunch, in the dining room supervised by welfare staff. At playtimes Nursery and Reception join the older children in the playground.
- ◆ Outdoor experiences are planned for weekly within the planned directed tasks and in continuous provision.
- ◆ Children are monitored closely and interventions made when needed. Regular discussions are held each half term focusing on intervention and pupil support.
- ◆ We operate an open door policy and encourage parents to ask us questions and look at the children's work displayed around the classroom. There are parents evenings twice a year for reception. We write end of year reports for the children. We also have WOW's, these go home and parents are encouraged to fill in as many as possible so that the children can share these WOW moments with the class. This also encourages home-school dialogue about things that the children can do. The Class also has a half termly stay and learn in which the parents are invited to come into the classroom and experience various activities in which the children have been learning.

- ◆ We have phased our phonics Read Write Inc. sessions, which take place every day at 9:00 for 15/20 minutes. In general Reception work at Set 1 sounds orally using Fred Talk to read and the write words, there is scope for children to move into different groups as needed, this is regularly reviewed.
- ◆ RE is taught to reception on a Thursday afternoon by Mrs Gale.
- ◆ The Reception children all start full time at the beginning of September.

### **Organisation and management of the learning environment:**

In line with the principles of the EYFS (*unique child, positive relationships, enabling environments, learning and development*) our practice starts with the child and their interests, abilities and skills rather than the curriculum. We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Teaching and learning takes place inside and outside the classroom. We use a mixture of focused activities and child initiated activities. The reception children will complete focused activities in Maths, English and Phonics every day and also another focused activity that may cover a range of areas of learning in the afternoon. The Reception children also spend a significant amount of time in the continuous provision which includes the following areas:

Indoors: role play, small world, construction, malleable, writing area, reading area, creative workshop, ICT, Painting area, music area, sand and water and a maths area.

Outdoors: gross motor/fine motor, gardening, resource boxes, role play, den building, mud kitchen, mark making, water and sand and a reading / story making area.

Our learning environment enables children to demonstrate the characteristics of effective learning because they are able to access the provision independently and challenges are set for children within the areas by either the enhanced resources or by an adult who is being a playful partner and promoting the children's thinking and learning. Adults support the children in playing and exploring, active learning, and developing creativity and thinking critically by observing the children and acting as a playful partner to encourage the children to problem solve and develop sustained shared thinking.

### **Early Years Foundation Stage Curriculum**

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into the National Curriculum at KS1 in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children. Nursery and Reception have separate curriculums, both are topic based however the Reception Curriculum is part of a four-year rolling topic based curriculum.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

#### **3 Prime:**

- ◆ personal, social and emotional development
- ◆ communication & language;
- ◆ physical development;

#### **4 Specific**

- ◆ literacy
- ◆ mathematics;
- ◆ understanding of the world;
- ◆ expressive arts and design;

At Yealand Church of England Primary School we are working towards children achieving the early learning goals by the end of the reception year. Development Matters age related bands (**Unique Child**) help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the EYFS. We use the Development matters **Positive Relationships** and **Enabling Environments** when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

The curriculum at Yealand has been developed in line with the EYFS requirements for long, medium and short term planning. We provide lots of opportunities for child led play and adults are used to support play in a way that promotes the characteristics of effective learning.

The wider curriculum at Yealand consists of

- ◆ Educational visits and visitors, e.g. family members, members of the local community
- ◆ Opportunities to access the local and wider environment including forest schools on a half termly basis
- ◆ Links with local community organisations, e.g. Village Hall and QES, Bleasdale House, St. John's church
- ◆ Links with the local playgroup and Mini-Church

### **EYFS Planning**

At our school EYFS planning is separate for Nursery and Reception and includes:

**Long Term Planning:** this forms an overview and helps us focus on our medium term planning:

- ◆ We reflect on the four EYFS overarching principles, and review our practice in light of the EYFS 2008 Commitments.
- ◆ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework & whole school initiatives.
- ◆ We follow the requirements for the locally agreed syllabus for RE as appropriate
- ◆ We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation

**Medium Term Planning:** this informs and helps us focus on short term planning.

- ◆ Block of time – half a term.
- ◆ We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes using development matters positive relationships/enabling environments to support planning effective provision
- ◆ Our daily routines which will include - snack and mealtimes, time for arrival, settling in and leaving, provision for outdoor activities as well as indoor, time for individual or small group interaction, whole class activities with staff
- ◆ Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified children's interests and themes for Nursery and Reception e.g. Ourselves, Seasons, Change and growth, etc. These themes will be linked where possible with Key Stage 1 Topic.
- ◆ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children
- ◆ We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year
- ◆ We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development

**Short Term Planning:** takes account of the Observation, assessment and planning cycle. (Development

Matters p4). It provides a weekly overview of teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning.

For Reception this includes knowledge of prior learning, specific planning to meet the requirements of the seven areas of learning and development, mental maths, phonics and the locally agreed RE syllabus. Planning for adult led or adult guided activities, enhancements in continuous provision, activities to support observed interests of the children.

For Nursery this includes knowledge of prior learning, specific planning to meet the requirements of the seven areas of learning and development, the characteristics of effective learning, a specific focus on the prime areas and opportunities for phase one phonics.

### **Our planning file includes:**

Long term overview, more detailed medium term planning, planning for continuous provision indoors and outdoors, plans for Literacy and Maths.

- ◆ There are two Teaching Assistants working across the two Classrooms (Little Owls and Robins) every morning alongside one overall Class Teacher.
- ◆ Individual differentiation is applied by varying levels of support being given and extended challenge within focused activities.
- ◆ Enhancements are added to areas of continuous provision both indoors and outdoors each week.

## **Observation and Assessment**

### **On Entry Assessment**

On entry to nursery or reception we use observation, any assessments sent from previous settings and talking to parents/carers to gain information about pupils. We use the development matters age-related bands as a guide to assess the children in order to provide a 'Best fit' baseline. The Class teacher and teacher assistants use this information to make an assessment of the child. We then moderate these judgements to ensure a good picture of the whole child is gained. We highlight the statements on the unique child sheets on entry and then fill in the tracking sheets. These are collected by the EYFS leader (Class Teacher) and analysed to determine any specific needs. The individual tracking sheets are collected by the head teacher and a cohort baseline and end of year tracking sheet is also completed and analysed by EYFS leader and head teacher. We also make observations of the children's likes and needs and incorporate these into the planning on a weekly basis. We use Tapestry IT Programme to build a profile app to collect photos and observations of the children and these are printed to go into the children's learning journeys.

### **Formative Assessment**

We use the following observation and assessment strategies to provide a picture of each child's development.

We observe children in the continuous provision both indoors and outdoors, we make notes on the significant things the children are doing and these then feed into our weekly planning at the planning meeting. If we have observed a particular need or interest we will use this to inform the planning for the following week. We make enhancements to the continuous provision according to the children's needs and interests, sometimes this may be instant and will be added to the planning in red with the child's initials, sometimes it will be added the following week after discussion as a team at the planning meeting. We talk to the children and often they will suggest things they would like to do and see so we try to add these ideas into our planning.

We also observe and assess the children when they are taking part in focused activities. This may be recorded in Tapestry or in their Learning Journals. We then use this to inform the planning for the next lesson. Each lesson is evaluated and this informs the planning for the next session. Plans are changed and adapted as needed from the formative assessments made.



## Summative Assessment

We use summative assessment in our setting to ensure that:

- ◆ Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- ◆ Parents understand their child's progress and are helped to support learning and development at home.
- ◆ Concerns about individual children's progress are identified and addressed.
- ◆ The quality of provision is monitored and improvements made where necessary.
- ◆ The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- ◆ The staff have the skills and knowledge they need to enable the children to make progress.

Each half term we use our knowledge of the children to assess them against the Dimensions Tracker statements.

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.

***'Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.***

Statutory Framework (2.11)

We use internal moderation to ensure that we are confident in our judgement. There are two part time teachers so we spend time looking at the judgements together to ensure we can justify the decisions we have made. At Yealand we moderate our judgements with other Early Years Practitioners in the summer term and we also spend time looking at our judgements together as an Early Years staff team which includes 1 teacher and 2 Teaching Assistants. These judgements are then discussed with the head teacher, who is a former EYFS advisor.

Every 4 years we are part of the Lancashire moderation programme. This involves a moderator coming to school and choosing 5 children to talk about, we will use the evidence we have collected over the year to justify our judgements in relation to the 17 ELG'S in each of the seven areas of learning and development. We were last moderated in March 2018.

We use information collected in learning journeys and trackers each term.

***The Profile provides parents and carers, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.***

EYFS Statutory Framework (2:10)

## Reporting to Parents

At the end of the reception year, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.

- ◆ Information about the child is shared between staff and parents on an on going basis throughout the year, e.g. interactions at the beginning and end of the day, sharing of Learning Journeys, Tapestry IT Programme, parents evenings, and stay and learns.
- ◆ The reports and EYFSP results are sent home to parents and the parents are given the opportunity to meet with the class teachers to discuss the report and results if they want to.

## **Induction/Parental Engagement & Involvement**

Parents of children starting our Nursery are sent an admissions pack a few weeks prior to the start of term. Parents fill in the forms and children's booklet and return them to school. When the child starts pre-school we follow the child's needs, sometimes parents may stay for parts or all of the first few sessions until their child has settled in other children settle quickly and the parents do not need to stay at all. We treat all children on an individual basis and this leads to the children settling in very well.

In Reception many of the children have been to our Nursery so the transition is made with ease. We hold a parents meeting in the summer term to give parents the information they need for their child starting school. All Reception children start full time on the first day of term in September, if the children are very tired it might be arranged for them to finish early or come in later, but this very rarely happens.

We operate an open door policy and are keen for parents to come in to speak to us whenever they like. We speak to parents informally on a daily basis. We have a parent's information board and 'wow' board in the cloakroom. There is an information board that shows what the children have been doing which is updated on a regular basis. We have a weekly curriculum newsletter, termly planner, update letters, PTFA meetings and a school website that is regularly updated.

## **Transition Procedures**

### **Points of transition:**

Home to Nursery  
Nursery to Reception

### **Information to be transferred:**

Home to Nursery

- ◆ Personal information from parent about child e.g. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits, child's likes and dislikes

## **Staff Development**

All staff working in foundation stage unit have an understanding of expectations within EYFS 2021, and procedures for observation, assessment, record keeping and planning.

The class teacher is usually the main point of contact for curriculum matters.

The identification of training needs for teaching and non-teaching staff will take place through Appraisal and/or staff development interviews, as outlined in the staff appraisal policies.

The Early Years co-ordinator will ensure that:

- ◆ Appropriate dissemination of training/materials/good practice takes place regularly.
- ◆ A record of INSET activities is maintained.
- ◆ Teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support.
- ◆ There is an assessment of the impact of INSET etc on the quality of teaching & learning.

### **Reviewing the Early Years policy.**

This policy will be reviewed every two years or earlier if needed. Early Years will be monitored by regular peer observations and head teacher observations 3 times a year. The named governor with responsibility for EYFS is Mrs Susie Millward-Sampson who comes into school regularly.

The head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

<b>Review Date</b>	<b>Signature</b>	<b>Position</b>
<i>Spring 2022</i>		Head EYFS Governor EYFS co-ordinator