




WHERE STARS SHINE

# EARLY YEARS FOUNDATION STAGE POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with: SLT
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## **1. Introduction**

The early years of a child's life are a unique and special time and need to be valued as such. This policy has been written to reflect our philosophy in relation to the education and well-being of all children within the Early Years Foundation Stage at Severnbanks Primary School. It provides a framework within which both teaching and non-teaching staff can operate and where the delivery of a broad and balanced curriculum for children in the Early Years Foundation Stage is at the heart of our practice.

This document has been prepared for the use of:

- Teaching and support staff
- The Governing Body
- Parents
- L.A. Advisors
- Inspection Teams

## **UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD**

### **ARTICLE 28**

Every child has the right to an education.

### **ARTICLE 29**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### **ARTICLE 31**

Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

## **2. Legal framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2014
- Safeguarding Vulnerable Groups Act 2019
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR) • Data Protection Act 2018
- DfE EYFSP profile handbook (2023)
- DfE (2021) 'Statutory framework for the Early Years foundation stage.
- Development Matters' 2021
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- UK Council for Internet Safety (2020) 'Education for a Connected World

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### 3. Aims and objectives

In the EYFS setting at Severnbanks Primary School. We believe all children are entitled to the best possible start in their school life. All children are supported in the development of their learning and well-being in order to achieve their full potential, recognise success and develop their sense of self within the school and wider community.

We seek to provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported. (EYFS framework 2021)

#### 3.1 As practitioners with a duty of care and responsibility we aim to:

- Respond to each child's diverse and unique, spiritual, social, emotional, physical, and cognitive learning.
- Remain aware of individual needs, development, and circumstance.
- Provide a continuity of learning across the Early Years.
- Promote consistently warm relationships with children in our care and their families.
- Provide a safe and secure environment in which they may happily play and learn.
- Develop their mental, social, environmental, physical, spiritual, and emotional wellbeing.
- Implement a curriculum that inspires, motivates, and develops children's understanding and learning through a range of approaches.
- Monitor progress throughout the Early Years Foundation Stage, while taking early action to identify areas of concern and provide necessary support.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

#### 3.2 Within teaching and learning, we aim to support young children:

- To recognise, follow and develop their interests.
- To be confident, independent, and ambitious.
- To form and maintain positive relationships.
- To work collaboratively.
- To work independently building resilience and perseverance.
- To take responsibility for themselves, each other and the environment.
- To question, challenge and solve problems creatively.
- To know their strengths and to have the confidence to take risks.
- To talk about their achievements and how they can make them better.
- To know their ideas will be heard and respected and that they can make a difference.
- To develop and apply their early skills in the specific areas of phonics, reading, writing and mathematics.



### **3.3 The EYFS is based upon four principles which practitioners use to guide practice**

#### *A Unique Child*

At Severnbanks 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 and rewards, to encourage children to develop a positive attitude to learning.

#### *Positive Relationships*

At Severnbanks 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 whenever they join us in the Early Years.

#### *Enabling Environments*

At Severnbanks we recognise that the environment plays a key role in supporting and extending the children's development. This begins by providing open ended resources for the children to use in their play and ensuring the adults interact sensitively to challenge and extend the children's learning.

#### *Learning and Development*

At Severnbanks 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 interconnected across the EYFS.

## **4. The Early Years Foundation Stage Framework**

Teaching in the EYFS setting at Severnbanks Primary School is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2021). The framework sets the standards that all early year providers must meet to ensure children learn and develop well and are kept healthy and safe.

There are seven Areas of Learning and Development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – Prime and Specific: The 'Prime' Areas of Learning and Development are:

#### *Communication and Language:*

- Listening, attention and understanding
- Speaking

#### *Physical Development:*

- Gross motor skills
- Fine motor skills





*Personal, Social and Emotional Development:*

Self-regulation

- Managing self
- Building relationships

**The 'Specific' Areas of Learning and Development are:**

*Literacy:*

- Comprehension
- Word reading
- Writing

*Mathematics:*

- Numbers
- Numerical patterns

*Understanding the world:*

- Past and present
- People, culture and communities
- The natural world

*Expressive Arts and Design:*

- Creating with materials
- Being imaginative and expressive

When forward planning, guided, deliberate teaching or 'in the moment', due regard is given to the characteristics of effective teaching and learning.

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, 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.

## **5. Learning and Development – The Curriculum**

For us at Severnbanks, we ensure our robust EYFS curriculum meets the specific needs of all children. Our long-term curriculum plan outlines a developmentally appropriate sequence of learning that is consistent with the educational programmes set out in the EYFS statutory framework. By taking a holistic view of our children, families, and community we have been

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able to plan a stimulating curriculum, rich in language development and experiences that will broaden children's awareness and knowledge of the world around them and expand their understanding and attainment of skills across all areas of learning. We have a strong sequence of learning in phonics and maths which involves levels of parental engagement to ensure we meet the needs of all our learners. Our EYFS curriculum also lays the foundations for children to develop their understanding of being part of a Rights Respecting school and we foster critical, creative, and collaborative thinking as characteristics of effective learning. We will support children in their understanding of the wider community and world and enable them to be confident contributors as they continue their journey beyond EYFS.

### 5.1 The Role of the Adult

OFSTED – September 2015:

*"Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations"*

For us at Severnbanks, the approach is simple and effective our aim is to fuse pedagogical approaches that meet the needs of all our children.

#### Within our EYFS Unit you will see practitioners:

- Observing learning
- Interacting with a child/ren in co-constructed activities in order to support, strengthen and deepen learning and development based on experiences and opportunities, using resources in a manner that makes learning playful. Practitioners will uncover, read and acknowledge the child/ren's understanding. Enable the child/ren to express and share their understandings with others. Collaborate children's understandings with others. Build on the child/ren's understandings.
- Delivering planned adult led learning with the whole class/ small groups/ individual children.
- Supporting and developing child-initiated learning with small groups/individual children
- Commenting, pondering, and wondering alongside the child/re as well as asking them questions about their learning and observations
- Encouraging, motivating, and supporting the children to develop specific skills, knowledge and understanding
- Providing a safe and purposeful environment where the children are encouraged to take risks and solve problems both child initiated, and adult led
- Working 1:1 with children to address and support specific needs





### **5.2 The Enabling Environment**

The environment enables children to be fully engaged in learning playfully. We use both outdoor and indoor spaces daily, combined with wonderful wellies in our woodland area. We use continuous provision alongside provocations and enhancements to ensure we can support the development of learning in our curriculum. Displays reflect the work of the children and are used to promote 'what a good one looks like' (WAGOLL). Interactive displays for phonics and maths are used for deliberate teaching and child-initiated exploration. Working walls remind children of previous learning and floor books are used for reflection and memory prompts.

## **6. Assessment and Record Keeping**

Assessment plays an important part in helping practitioners and school to recognise children's progress, understand needs, plan activities, and implement appropriate support. Children will complete the Reception Baseline assessment within the first term of starting school. Practitioners will make observations of children's learning and development to form a holistic view of the children to inform practice and provision in the setting. For children with EAL if it is found that a child does not have a strong grasp of English language, the EYFS lead/Class Teacher will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

Ongoing assessment is recorded by the use of 'Tapestry' (an online learning journal) and by completing group or class assessment records that have specific assessment criteria related to the learning that is taking place. Practitioners will keep records of class and home reading and homework engagement.

The EYFS teachers will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the Prime Areas of Learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support. English.

The Early Years Foundation Stage Profile or EYFSP is a comprehensive assessment completed at the end of Reception year. Its purpose is to provide parents and the Year 1 teacher with a well-rounded picture of a child's knowledge, understanding and abilities and their attainment against the Early Learning Goals (ELG's)

## **7. Inclusion**

### **Equal Opportunities**

*"The EYFS seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported. Providers must follow their legal responsibilities*





*under the Equality Act 2010 and must have arrangements in place to support children with SEN or disabilities."*

Statutory Framework for the EYFS 2014

It is the responsibility of all practitioners to ensure that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.

We ensure this in various ways including:

- Valuing every child
- Treating each child as an individual
- Providing an environment which is free from stereotypical images
- Using resources that positively reflect diversity
- Using a wide range of teaching strategies, based on children's learning needs
- Planning for all children to achieve their full potential.
- Facilitating equal access to activities and tasks by adapting as necessary.
- Supporting children with special educational needs as appropriate
  - providing additional support from adults
  - adopting activities or environments
  - using specialist aids and equipment
  - using multi-sensory materials and experiences
  - adapting
  -
- Supporting children with English as an additional language as appropriate e.g.
  - valuing child's home language(s)
  - providing books, notices, recordings in child's home language(s)
  - providing a range of opportunities for child to engage in speaking and listening activities in English with peers and adults

We ensure that every child is included and supported. Our ethos is to ensure positive attitudes to diversity and difference so that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. For more information, please read our Equal Opportunities Policy.

## **8. Safeguarding and welfare**

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Safeguarding and Child Protection Policy, and all members of staff in the EYFS are required to read this policy. The DSL is Mrs Sara Poole and Mrs J Challenger. The deputy DSL Mrs Shona Howell. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required. Staff will receive safeguarding training that enables them to understand the

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safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

## **9. Mobile phones and devices**

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets. Use of personal mobile phones by staff members Staff members must not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored and in silent mode whilst children are present. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present.

## **10. Health and safety**

The school will promote the good health of children in the EYFS, including the promotion of good oral health. Any food or drink provided to children is healthy, balanced and nutritious. Fresh drinking water is available at all times, along with milk for children up to the age of 5. Practitioners will report any accident or injury involving a child to their parents/carers on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents/carers. Accidents and injuries will be recorded using the Meditracker app. All practitioners in the EYFS setting hold a paediatric first aid certificate. Staff members will complete a daily risk assessment of the outdoor area and a weekly risk assessment is completed of the wonderful wellies area.

## **11. Staffing**

The EYFS lead is a Qualified Teacher and the other EYFS staff hold a relevant TA qualification. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the Early Years Foundation Stage'. For children in Reception classes: Class sizes will be limited to 30 pupils per school teacher. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Children in our Starlets nursery will be assigned a key person on entry to the setting overseen by the lead TA.

## **12. Parent/Carer Partnership**

At Severnbanks Primary School we feel that establishing a positive partnership with our parents / carers is vital. We value the parental role of "first educator" and seek to work with parents / carers for the good of each child in the following ways;

- We share Curriculum Planners to inform parents / carers of termly themes and contexts for future teaching and learning.





- We offer Curriculum Evenings to inform parents and carers about aspects of their child's education and how they can support them at home.
- Parents / Carers are invited to 'Learning Together' sessions.
- Parents / Carers are invited to contribute to their child's Online Learning Journey which is made available to them free of charge and via an app/website.
- The school prospectus is available on the school website and the class pages keep parents/carers up to date with in class learning and experiences.
- We offer a personalised 'Induction session' – an informal event for parents to meet with key staff in the Nursery/Reception class and to share the school routines, expectations and philosophy. This is followed by a 'Taster session' for the child where they are invited for part of the Nursery session without their parent/carer.
- Individual parent and child consultation and Home Visit discussion prior to admission.
- Parents' Information Notices displayed at the gate/on classroom window as well as published on the website and on Tapestry.

### **13. Transition and Induction Arrangements**

Induction and transition arrangements vary according to the needs of each individual cohort and for Nursery and Reception children.

#### **13.1 Starting Starlets Nursery**

- Visit to Nursery setting encouraged during the daytime – see the setting 'live.'
- Parents/Carers and child meet with Nursery Teacher to discuss routines, expectations and philosophy as well as the child's previous setting experience and specific needs. Discuss session times and allocation.
- Parents/Carers complete Admission paperwork.
- Class Teacher contacts parents/carers to invite child in for a taster session prior to their start date. Child attends taster session and parent/carer collect at a later time (based on needs of the child)
- Confirm child's start date and session times.
- Parents/Carers given permission form for Forest School, 'This is Me' child and parent voice paperwork, Funding form and Tapestry contract to complete and return.
- Where a child attends another setting, class teacher contacts the key worker and arranges a transition visit/document handover.
- Class Teacher speaks to parent/carer at end of first session and beyond to inform how child is settling in.
- Hours increase/build up to meet the need of the child.

#### **13.2 Starting Reception Class**

Prior to September:

- In term 6 all parents/carers are invited to attend a 'New Parents' meeting where key members of staff share information about the Early Years Foundation Stage, starting school and the pastoral facilities available within the school.
- Home Visits are conducted throughout term 6 by the Pastoral Support Worker and the EYFS Reception Class teacher.

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- Practitioners visit feeder pre-schools to introduce themselves and make relationships with children who will be starting school in September.
- In term 6 pre-school pupils attend transition sessions, in order to meet practitioners and to become familiar with their learning environment.
- Practitioners visit feeder pre-schools to look at Transition Records and meet with the Key Worker.
- Children who attend Starlets Nursery have regular access to the Reception classrooms and contact with the Reception staff, as well as being familiar with the wider school environment and community as part of their daily routines. This in turn promotes effective transition, reassuring parents/carers and children about starting school.

## **14. Admissions**

### **14.1 Starlets Nursery Admissions**

- Children can start Starlets Nursery 4 weeks before their 3<sup>rd</sup> birthday.
- All parents/carers can claim funding for 15 hours.
- Some parents/carers may be eligible for the 30-hour funding which can be used solely at Starlets Nursery or shared with another setting, from this time.

### **14.2 Reception Class Admissions**

Arrangements vary from year to year according to the needs of the cohort, the number of feeder pre-school settings and the staffing for each academic year.

Typically children are admitted cumulatively to their class in groups:

Week One	Children attend 8:45am to 12:00pm
Week Two	Children attend 8:45am to 1:30pm (stay for lunch)
Week Three onwards	Children attend full days 8:45am to 3:15pm

We respect the individuality of our pupils and their needs when starting school. We also acknowledge that many of them have been in full time/long day child care for their pre-school year and before.

We aim to steadily introduce pupils to a longer working day, and have full time attendance within a maximum of 6 weeks. However, we know that some pupils have particular needs and can find the start of school extremely tiring. In this case we will personalise induction to the needs of the child by close consultation between home and school. Our admission number is 30; when classes are split, they are done so by the child's age / birth date. Please see separate Admissions Policy for more details.

**This policy is available on the school website:**

**[www.severnbanksprimaryschool.co.uk/website/policies/257152](http://www.severnbanksprimaryschool.co.uk/website/policies/257152). Paper copies are available on request from the School Office.**

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