



## Section 2 EYFS Policies

# Early Years Foundation Stage Policy (updated November 2016)

### **Introduction**

The Early Years Foundation Stage extends 0-5 years. Entry into our Foundation Stage (Nursery) is in the term the child becomes three and ends at the end of the Reception Year.

The early years education we offer our children is based on four guiding principles of the EYFS:

- Every child is unique
- Children learn through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in different ways at different rates

### **Aims**

In the EYFS, we teach by building on what our children already know and can do. We recognise that every child is different and ensure that no child is excluded or disadvantaged. We offer a structure for learning that matches the needs of young children, providing opportunities for learning both inside and outside. We aim to create a motivating environment where children can learn both independently and with adult support. Through observing, working with and knowing our children, we can create a learning environment that they find stimulating and exciting.

### **Teaching**

We believe in the education of the whole child and activities are all planned and linked to develop the Prime and Specific areas of the EYFS.

The Prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, as well as for building their capacity to learn, form relationships and thrive. The Specific areas are underpinned by the Prime areas and the children's development in the crucial Prime areas form the starting point when activities are planned for the children.

It is expected that the balance will shift towards a more equal focus on all the areas of learning as the children grow in confidence and ability within the three Prime areas.

### **The Characteristics of Learning**

We firmly believe that 'happy children learn' and that young children need to learn through planned and purposeful activities with a split between adult directed and child initiated activities. The 3 main characteristics of play – playing and exploring, active learning and creative and critical thinking - are considered when planning and we ensure a variety of these are provided each week in all areas.

### **Personal, Social and Emotional Development**

In the EYFS, we work on developing children's Personal, Social and Emotional wellbeing by promoting an inclusive, caring ethos where every child feels they are a valued member of the class. We work on developing attention skills, collaboration and persistence, as well as how to be part of a group and respect others' feelings. We also enable pupils to develop appropriate social skills and learn how to manage feelings. We want every child to leave the EYFS with a thirst for knowledge and a love of learning.

### **Communication and Language**

We provide many opportunities for children to talk and to listen. We encourage children to extend their range of vocabulary in an environment which is rich in language, and to develop good communication skills. We help children to develop their confidence and skills when expressing themselves and ensure they have the skills to listen and speak in a range of situations.

### **Physical Development**

All children have the opportunity to develop gross motor skills through weekly PE lessons, as well as during daily outside playtimes. We also provide activities in class to support fine motor skills. Children should have a good understanding of how their bodies work and what they need to do to be healthy. We encourage the children to become independent when taking care of their own hygiene, for example washing hands after toileting and blowing their own nose.

### **Literacy**

Through the use of the 'Jolly Phonics' scheme, we teach children the links between letters and their sounds. We encourage the children to love reading and, through the class library and weekly visits to the school library, the children are exposed to a wide range of books both fiction and non-fiction. In Reception, children take a 'reading book' home each night, which has been carefully matched to their level of development. We aim to build children's confidence in writing through a variety of mark making activities, an area specifically aimed at writing and encouraging the children to 'write' for a variety of purposes.

### **Mathematics**

We provide opportunities for children to develop their understanding of number, counting, pattern, measurement and shape and space through a variety of practical activities. We aim to apply maths where possible to real life contexts.

### **Understanding the World**

We offer opportunities for children to make sense of their physical world and their community through topic work which provides children the chance to find out about people, places and communities. Children have regular access to ICT to develop their understanding of technology. We provide children with the opportunity to solve problems, make decisions, predict, plan and question in a variety of contexts. We also encourage children to explore and find out about their environment, people and places. In both Reception and Nursery, children have specialist French lessons where they learn to speak French. Children have weekly Forest School sessions which help them to explore and learn in different surroundings.

## **Expressive arts and design**

Children explore and share thoughts, feelings and ideas through a variety of art, music, movement, dance, design and technology, and imaginative role-play. Children have music lessons once a week.

## **Structure of the day**

### **Reception**

A discrete phonics lesson takes place each day and once children are ready they have an individual reading session with the teacher or TA every day. Maths and Literacy are taught as whole class sessions and children have the opportunity to access independent activities that allow them to consolidate what they have learned. There is a balance of child initiated and adult directed activities and the continuous provision plan sets out the activities and resources the children will be provided with in each area of the classroom.

In the afternoons, the teacher should model skills or teach a short session using UW/EAD/PSE as a focus.

The balance between CIA and teacher directed activities will gradually change as the year progresses, towards more teacher led learning, to help the children prepare for Year 1. The outside area should be available to be used when appropriate, with wellington boots and coats worn in winter.

## **Nursery**

There is a balance of child initiated activities and adult directed activities. Adult directed activities are planned and repeated throughout the week to ensure that the majority of the class will gain access to them.

Maths and Literacy are taught as whole class sessions during carpet time.

There is a continuous provision plan which sets out activities and resources the children will be provided with in each area of the classroom.

Each week carefully planned activities are matched to the children's next steps, as identified through observations. The adults in the Nursery plan and offer adult led activities, or they may support child initiated play. Adult led activities may be offered on more than one occasion to ensure that the majority of the children can access them.

When appropriate, the children will be introduced to the sounds of the alphabet through Jolly Phonics at a rate of one per week.

The children will mostly be free to choose between the activities planned by the adult, framed by an adult and other play resources, although as the year progresses more encouragement will be given to take part in the adult initiated activities.

## **Outdoor Play**

Outdoor play is essential for all aspects of a child's development. Through playing outdoors, children can engage in experiences that will enable them to develop in all

areas of the curriculum, this can also have a positive impact on their well-being. Outdoor learning encompasses all that children see, do, hear or feel in the environment. This includes activities which are planned for, the spontaneous activities the children initiate and the naturally cyclical opportunities linked to the seasons, weather and nature.

As well as daily access to the outdoor play area and playground, children will have weekly sessions of Forest School. Both Nursery and Reception children have free flow access to their outside garden.

### **Classroom layout**

Activities should be set out on different levels (floor, tables, wall). Variety of activities suitable for different ages/maturity. Paint and play dough should be fresh. Resources should be labelled with words and pictures. A child's work may also be labelled with their name or a photograph. Lists of key workers should be displayed. Other cultures/abilities should be represented (dolls, photographs, books, writing in other languages/Braille). A visual timetable should be displayed. Children should have free access to drinking water. Children should be in a smoke-free environment at all times.

### **Planning**

Teachers should take the statements from Development Matters to create learning intentions for every activity. Teachers use the Tapestry program on their iPads for formal observations, photographs and informal observations to inform planning. In addition to written records. Topics may be chosen at the beginning of a half term according to the children's interests and a loose overview should be completed with the teacher's ideas. These ideas should evolve according to the children's interests and ideas. TAs should be involved in planning sessions.

### **Assessment**

The children are regularly assessed in all seven areas of learning. These formative assessments are based on observations of the children in action, both in self-chosen play and planned activities. We use this information to ensure future planning reflects identified needs. Summative assessments are made to summarise the child's learning and development at the end of each term and this information is recorded. At the end of the year, the Reception teacher completes the EYFS Profile Assessment for each child, which is shared with parents and with the child's next teacher to assist with planning the year ahead.

Each teacher keeps progress records of examples of each child's work to the Tapestry program. The Tapestry program contains a wide variety of evidence that links to the curriculum to inform planning we share this with parents at each parental consultation meeting.

Staff will assess and monitor the children as they work at the different activities. These assessment for learning observations will inform the staff's planning and form a basis for the following activities, either that day, the following day or the following week.

Teachers will make observations of children during activities which demonstrate their level of development and interests. These observations may take the form of

formal assessments, photos, WOWs from home or quotes. These observations and the teachers' knowledge of each child will inform the teachers as they complete a summary of the children's progress three times a year. Starting with a base-line assessment at the end of September/beginning of October and then every four months from there. These assessments will make a 'best fit' judgement of the children's level of attainment and state what they can do, and will include next steps to continue each child's development.

Staff will also complete a cohort overview of children in their class. They will use this data to look at how they can change their provision to meet the needs of all the children and help them continue to develop.

Reception children's assessed levels are sent to Wiltshire council in June to form part of their EYFSP cohort assessment. Prior to this, Reception staff attend moderation workshops. During 'handover' at the end of the school year, Year 1 teachers should be given a copy of each child's EYFSP scores, as well as a summary of their characteristics of effective learning.

*See also the whole school Assessment Policy.*

### **Online Learning Journals**

We put photos and videos of children's learning on their interactive learning diary (provided by Tapestry).

Parents will be able to access this and also add their own photos or videos of their child's development at home. Parents will be given log on information, including a unique password, as well as details of how they can add information to their child's diary.

In addition, Nursery children have a book of examples of work they are proud of in the classroom. This provides evidence of their learning.

### **Key Workers**

Each child should be assigned a key worker who will ensure the children settle into school and are the first contact for parents. In Nursery, the parents will be informed of their key worker on their child's first day. Their key person will ensure they greet the parents and develop a good working relationship with them based on mutual trust and respect.

In Reception the key worker will be the class teacher, due to the ratios being relatively small.

### **Behaviour**

At school, we will encourage children's inquisitive nature and hope to inspire their curiosity and desire to learn. We will allow children to take risks and provide a safe environment which encourages risk taking, discovery and development through trial and error within their exploration.

Children should be treated at all times with respect and understanding in accordance with the Behaviour Policy. Staff should adopt a firm but fair approach to behaviour, ensuring they are consistent with all children. If a child hurts another child, they should be removed from the situation and an explanation should be given to the child. The child should then be talked to and helped to think about other ways they could have responded, rather than physically.

If a member of staff has a concern about a child's behaviour, they should first approach the child's class teacher and also Head of Pre-Prep, Kate Mackenzie. The child's teacher will decide appropriate action and if necessary approach the parent and discuss how they can adopt a home/school approach.

Our ultimate aim is that we work in partnership with parents to lay foundations from which children will grow into happy, self-confident and well-adjusted individuals.

*Refer to the whole school Behaviour Policy for more information.*

### **SEND provision**

If staff have concerns about the development of any child, they should discuss it sensitively with the parents. The SENCo, Tina Larkin, should be aware and involved with all children who we feel are not meeting their expected developmental markers. A Support Profile may be developed for children with specific needs, this will be drawn up in partnership with the child's parents, school and any outside agencies.

*See also whole school SEND policy for more information*

### **Equal Opportunities**

We will take all reasonable steps to promote and practise equal opportunities. Children will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs and abilities.

Within the Early Years, we use observations of children's current learning and development to inform our planning of activities. We acknowledge and value where each child is in their development and provide opportunities and experiences to extend their knowledge and development. Activities are differentiated depending on the children's individual needs, ensuring that all children are able to access fully all areas of the curriculum. We strive to give all the children the opportunity to succeed and reach their potential by:

- Helping the children to feel safe and secure
- Acknowledging and praising all children's contribution
- Helping children to appreciate the differences they see in others
- Planning appropriate, differentiated play opportunities for all children
- Observing, assessing and planning for children's needs

*See also Prior Park Schools' Equal Opportunities Policy.*



### **Safeguarding and Welfare requirements**

If any member of staff is concerned about a child's welfare, they must speak to Mrs Kate Mackenzie Designated Safeguarding Lead, during the same day, or, in her absence Mr Vaughan Jelley, DSL, or Liz Clover, Deputy DSL.

Within the Early Years, we will empower the children so that they can protect themselves. We will actively promote messages to children about their personal safety and protection. Children will be given an opportunity to:

- discuss a number of elements including personal safety
- label body parts
- discuss stranger danger
- understand that an adult is always ready to listen
- learn how to express feelings appropriately
- learn that they have a right to privacy
- learn what to do if you get lost
- understand what are 'good' or 'bad' secrets

All staff are responsible for ensuring the toys and equipment in their areas are safe and clean for use. If any equipment/furniture is not suitable for the children to play with, the maintenance team should be informed immediately and the area should be made out of bounds to the children.

Reception and Nursery children sit as a class/group in the dining room and their teacher and TA will also sit with them to encourage and model good eating habits. Teachers are responsible for making sure each child has a balanced meal. Children are always encouraged to have a hot meal, or a selection of food from the hot and cold counters.

Children in Nursery and Reception should have free access to clean drinking water throughout the day and they should be encouraged to help themselves if they are thirsty.

On trips, ratios of adults to children must be at least 1:4 and this should be stated in the risk assessment. For some activities, the teacher may feel more adults are necessary. Teachers should take parental phone numbers, a first aid kit, a school mobile phone and necessary medication on any trip. A named paediatric first aider should also accompany the trip.

Any risk should be assessed by the teacher before embarking on any new/different activity. A risk assessment should be drawn up and distributed to all staff involved before the activity and also saved on the 'shared area'.

Accident forms are completed after every incident/accident. These clearly state the name of the child, how the accident occurred, action taken and any treatment received. It is discussed with and signed by the parent upon collection of the child. This copy is then placed in the Head of Pre Prep's office before being taken to the Health Centre for inputting on the child's file.

All parent volunteers helping in class frequently (more than three times a month) must have had a full DBS check carried out by the school and should undergo the full recruitment process.

Staff in the EYFS, should complete an enhanced disclosure to prove they are not disqualified by association and are suitable to work with the children.

Children should be taught to keep safe. Routines such as hand washing and nose blowing should be taught by each class teacher to ensure good hygiene. A child's parent will be contacted immediately if a child is unwell.

*Please refer to Whole School Policy and Staff Handbook for whole school procedures for Welfare, Child Protection and Risk Assessment.*

### **Taking photos or videos**

Staff should never use their own personal phones, cameras or video recorders to take images of the children. All staff should use the devices provided by Prior Park Prep School. Any images of children should not be removed from school, or posted on the internet. Staff should ensure that all personal mobile telephones are kept hidden in bags/cupboards or in the lockers of the staff room during the school day.

### **Collection of children**

Parents should inform the school, either in writing (notes or email) or verbally (phone call or discussion with teacher) if any person other than the parent will be collecting their child and should provide a password. Staff will not allow any child to go home with someone other than their parent unless we have been informed. Parents should collect children from the classroom only and not from the playground.

*See also Missing child and uncollected child policy.*

### **Staffing**

There should be at least two members of staff working with children in EYFS at any time. Ratios of adults to children in the mornings in EYFS are for the teacher with QTS 1:13 and other staff with relevant qualifications 1:8. In Reception, each class will have a teacher with QTS and a TA with a relevant qualification.

All children can attend the school run breakfast club and after school club provided by 'The Big Adventure Club'. They ensure their staff and ratios meet legal requirements.

When working with children, staff should not be under the influence of alcohol or any other substance that may affect their ability to care for the children. Practitioners taking medication which they believe may affect their ability to care for the children should seek medical advice before working directly with the children.

All new staff members receive a full and relevant induction procedure, including safeguarding and welfare, staff code of conduct and what to do in an emergency with either the Deputy Head or Head of Pre-Prep. Further, ongoing induction, is continued by; in the case of teaching assistants, with the class teacher, or for teaching staff the Head of Pre-Prep or other member of SLT.



*See also whole school policy for Recruitment and Induction procedures.*

### **Supervision of children throughout the day**

Whilst in the classroom, all children in the EYFS should have sufficient adults, as per the staffing requirements. There should always be at least two adults in Nursery with the children at any one time, irrespective of the number of children.

If, during the day, the children have free flow access to any other areas, there should always be one member of staff in each area and also staff should be aware of the need to watch and support movement from one area to another.

EYFS children have a morning break between 10.00 and 10.20 supervised by the TAs. At lunchtime play EYFS are with the rest of the Pre-Prep. This allows them to mix with their elder siblings and make friends across the age groups. The Nursery soft play area is available for EYFS pupils who wish to have quiet play. There will be three members of staff supervising during lunchtime play, of whom one will supervise the Nursery soft play area. Afternoon play is supervised by the class teacher and TA and subject to the children's requirements.

Eating lunch takes place in the main school dining room. Each class teacher and Teaching assistant takes the children to the dining room and supervises the serving and eating of lunch.

During lunchtime Nursery and Reception children will sit in their year groups in the lunch hall and are served a selection of food to eat by the teachers and TAs. The children are encouraged to have a hot meal, followed by a pudding or fruit. Bread is also on offer along with water to drink. In Reception, the children are allowed to collect 'seconds' from the counter. Children are encouraged to have a hot meal, but are welcome to choose something from the cold counter or a mixture of hot and cold depending on their personal likes or dislikes. They then sit at a table already laid with place settings and cups. Staff will ensure their children have all had sufficient to eat before going to choose their pudding and ensure they have consumed water.

### **Staff training**

All EYFS staff should attend local Wiltshire Council courses at least once a year. If any member of staff would like to improve a particular aspect of their practice, the Head of Pre-Prep will find a suitable course, or a course will be agreed during supervision.

All staff are invited to whole school CPD opportunities and these often happen at the start of each term as well as occasional twilight sessions. Staff also have the opportunity to complete a basic or paediatric first aid training arranged by the school.

## **Supervision for staff**

All staff in the EYFS are offered termly talks with the Head of Pre Prep. These sessions will be offered three times a year and give the staff an opportunity to discuss their work, what has gone well, any problems they may have encountered and will provide the opportunity to talk confidentially about their role.

*See EYFS Supervision Policy for more details.*

## **Relationships with parents**

Parents are considered key in the child's learning and development and should be supported by the teacher to help their children at home. We value parents as children's first educator and before their child starts school ask them to complete a form telling us about their child's likes, dislikes and what they can do at home. Staff are easily contactable by parents either at drop off, pick up or through e-mail.

A parent should be phoned by the child's class teacher (or the Office) the same morning if a child is greatly distressed during drop off.

Parents should be welcome to visit the classroom regularly to look at their children's work.

Parents of Nursery children are invited to an EYFS Parents' Evening in June/July and as necessary when new children join mid-year. This gives them the opportunity to meet other parents, talk to the staff their child will have and also listen to a short presentation about life in Nursery.

An information meeting is also offered to current and new Reception parents towards the end of Summer term. During this meeting staff talk about their child's life in school, how they learn, helpful tips on learning Jolly Phonics and Maths at home, and also answer any queries parents may have.

All parents are offered a social 'Meet and Greet' evening during the second week of the Michaelmas term to ease a smooth transition to the child's new class.

Parents are invited to termly Parents' Evenings where they can discuss their child's progress in detail with their class teacher.

