



Early Years Foundation Stage (EYFS) 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 have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory Framework for the Early Years Foundation Stage – September 2021

At Delph Side, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. We believe that it is our duty to provide the children in our Nursery, Pre-School and Reception classes with the secure foundations they need in order to flourish. We aim to instill a love of learning and thirst for knowledge in all children so that they can become resilient and successful learners in their next educational stage and beyond.

The Aims of the EYFS Provision at Delph Side Primary School

At Delph Side Primary School, we firmly believe that the early years of a child's life count. We believe that it is our duty to provide the children in our Nursery, Pre-School and Reception classes with the secure foundations they need in order to flourish. We aim to instill a love of learning and thirst for knowledge in all children so that they can become resilient and successful learners.

The Early Years Foundation Stage Statutory Framework (2021) sets the standards that all EYFS 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.

Organisation

EYFS provision at Delph Side is organised into three classes: Nursery, Pre-School and Reception. Each class have their own indoor and outdoor learning environments. There are a total of 10 members of staff who work across the EYFS, this includes: the EYFS leader, qualified teachers, a HLTA, teaching assistants and apprentices. The requirements for adult:child ratios are met as set out in section 3 of the EYFS Statutory Framework (2021).

Nursery children are able to start school the term after they are 2. We offer a range of attendance patterns and parents can discuss which pattern would best suit their needs with the Nursery staff.

Pre-School children are able to start the term after they turn 3. Children then remain in the Pre-School until the term that they join Reception. All 3 and 4 year olds are eligible for 15 hours of free provision and we also offer 30 hours for families that are eligible. Parents can apply through the Childcare Choices website. In addition, we are able to support Nursery and Pre-School parents who require additional hours in order to help with work commitments etc.

Reception children are admitted on a full-time basis in the September of the year that they turn 5. Children will usually follow a staggered starting process as we believe that this enables them to settle into 'big school life' more effectively. The Reception teacher will speak to the families of any children who may require a longer settling in period on an individual basis.

Our wrap around facility means that we can support parents of children who are 3 or older by offering child care from 7.45 am to 5.30 pm each week day, with our successful breakfast club and our Learning Zone.



EYFS Principles

The EYFS is based upon four principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

Children typically start at Delph Side with skills and knowledge significantly below age related expectations. All staff work relentlessly to close the gap and ensure that children make good progress towards the Early Learning Goals.

We respect that every child is **a unique child**, learning and developing in individual ways. We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. All children are treated equally regardless of race, religion or ability; we do not discriminate against children because of any differences. To give every child the best possible start, we gain a good understanding of children's individual needs and next steps. Our planning is built upon extending children's knowledge, experience and interests. Staff use dynamic teaching strategies across the EYFS to ensure that the needs of all learners are met. Children's progress is monitored closely and action is taken quickly when progress appears to be stalling. Time is taken to ensure that any transitions between classes are smooth and that the child's needs are met.

Positive relationships underpin our ethos. Children learn to be strong and independent because they form secure relationships with the adults who care for them. We aim to develop caring, respectful, professional relationships with the children and their families. When children start in the setting, staff prioritise the building of relationships so that children feel safe, valued and listened to. To promote parental partnerships we; have an open door policy, share learning/messages with parents via Seesaw, hold stay & play sessions and parental workshops, hold parents evenings throughout the year and arrange induction meetings and home visits before children start in Reception.

The role of an **enabling environment** is key in supporting and extending children's development. Indoor and outdoor classrooms are set up to allow children to explore and learn in a child-initiated manner. Resources are carefully selected to ensure that they are developmentally appropriate and enable children to practise what they know and learn new skills. The aim of our indoor and outdoor classrooms is to provide environments which are;

- linked to skills being taught so that children can consolidate new knowledge
- linked to skills which have previously been taught so that knowledge remains 'sticky'
- appealing to children and promote language rich opportunities

Classrooms are attractive and stimulating, providing children with plenty of opportunities to play, investigate, imagine and learn through quality first hand experiences. Children's interests are identified and enhancements are added to the provision in order to spark imaginations and increase engagement. Staff skillfully observe, support, question, challenge and extend learning whilst children play.

The Curriculum

All seven areas of **learning and development** are valued equally and often linked. Planning identifies key skills and knowledge children need to be taught in order to reach the next stage in their development. Attention is also paid to the three characteristics of effective learning.

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Due to our priority of language development and developing a 'love for reading', our EYFS curriculum is based around key texts. Books have been carefully selected to ensure that a range of moral, social and cultural activities, learning opportunities and discussions take place. Children are exposed to a range of themes which will enhance their awareness and understanding of the world in which they live. On occasion, key texts may be adapted in response to the interests, needs or achievements of the cohort. To bring learning to life, we use 'wow' experiences related to each book/theme.

Teachers have a good knowledge and understanding of how young children learn best and they use a range of approaches to help children to learn and develop. Through play, our children partake in learning experiences which help them to make sense of their world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own and they communicate with others as they investigate and solve problems.

Teachers review how well the curriculum is meeting the needs of the children during half termly meetings. Reflections are used to inform future planning and identify key learning for the following half term. In Nursery and Pre-School, the 3 prime areas of learning are our key focus. This ensures that the children have the skills they will need in order to be successful as they progress throughout the EYFS and beyond. The balance between whole class, adult-led, adult-initiated and child-led learning is carefully considered and adapted to meet the needs of individual cohorts. We ensure that children at the end of the Reception year are prepared for Year 1 by increasing the amount of whole class and adult led learning.

Children in Reception take part in daily Read, Write, Inc. phonics sessions. During these sessions, children learn to; recognise letter sounds, blend sounds to read words and segment the sounds in words in order to write. Regular phonics assessments take place and children are grouped according to their ability. Pre-School spend time focusing on pre-reading phonics activities before introducing Read, Write, Inc. sessions in the Summer Term. Pre-School and Reception children are also exposed to daily mathematical opportunities, songs and games. Reception follow the White Rose Mathematics Scheme.

Assessment

Baseline assessments are completed when children start at Delph Side. Once starting points are identified, these are used alongside regular on-going assessments in order to inform future planning. Staff use their professional judgements to identify whether children are working on track or not on track for each area of learning. Half termly assessment meetings are held to discuss each individual child's development and progress. The attainment of all children is recorded and tracked. Individual and cohort next steps are identified and staff work together to discuss how they will best move children's learning forwards in order to ensure maximum progress for all. Class teachers then meet with the EYFS Leader in order to identify key actions and priorities for the following half term. Action plans are formulated in order to identify what provision (indoor and outdoor), planning and intervention will look like to meet the needs of the children.

Two-year-old progress checks are completed for children who attend Nursery. The purpose of these checks is to; review children's development, provide parents/carers with a clear picture of their child's development, allow staff to identify children's next steps and identify any areas in which children are not making expected progress.

During the final term in Reception, the EYFS profile is completed for every child. The profile provides a well-rounded picture of children's knowledge, understanding and abilities. Children are assessed against each of the Early Learning Goals. Parents are informed as to whether children are working towards or have met each goal. This data is also shared with the Year 1 teacher so that the provision can be adapted to meet the needs of the children as they enter Key Stage 1.

Induction/Transition

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We understand that joining a setting for the first time or moving from one room to another is a big step for our young children. Time is dedicated to ensuring that children experience smooth inductions and transitions so that they feel happy, safe and secure in their new environments.

When children first join us, staff spend time talking to parents/carers so that they can gain an understanding of each child's development, interests and needs. Children and their families are encouraged to attend an initial visit before a start date is set. This allows the children to meet the staff and become familiar with their new setting. Once a start date has been agreed, and all relevant documentation is complete, children are able to begin attending their requested sessions. Staff will speak with parents/carers if they feel that a child needs to attend shorter sessions in the first instance in order to help them to settle.

When children transition from Nursery to Pre-School or Pre-School-Reception, staff will ensure that visits take place and children become familiar with their new classrooms. The Reception teacher will visit Pre-School on a number of occasions during the Summer term so that the children become familiar with him/her. If children are joining Delph Side from another setting, the Reception class teacher will arrange to visit them in their setting prior to them joining in September. Staff will also hold information sessions for parents.

We recognise that the step for children from Reception to Year 1 is a significant one. Children will take part in a 'Transition Week' which will involve spending a significant amount of time in their new classroom with their new teacher before the summer break. In addition, the Reception teacher will liaise with Year 1 staff in order to transfer information about each child and ensure an effective transition from EYFS to KS1. In the Autumn term, the provision and timetable in Year 1 will be adapted in order to meet the needs of individual cohorts.

Inclusion

All children and their families are valued at Delph Side Primary School. Children are treated as individuals and we do not discriminate against children because of any differences. All children are treated fairly regardless of race, language, religion or abilities and have equal access to all provisions available.

Despite recognising that not all children learn in the same way or at the same pace, we understand that a significant delay in development or lack of progress may be a cause of concern and will be carefully monitored. Early identification of special needs is crucial to enable staff to support the development of each child. We use a range of tools, including the WellComm Speech & Language Programme and Bsquared programme, to assess children who may have gaps in their learning and provide appropriate intervention and support. In addition, we have a Speech & Language Therapist who works in school one day every fortnight.

If staff have any concerns about a child's learning or development, they will discuss these with parents/carers and agree how best they will jointly support the child. We will link with, and help families to access, relevant services from other agencies as appropriate. If children are identified as having a Special Educational Need or Disability, appropriate steps are taken in accordance with our SEND policy. Targeted Play Plans will be created for children with SEND. These will include; a one-page profile which will be created with parents & teachers, a tracking document, and targets. Staff will review targets regularly.

Children who speak English as an additional language are supported and encouraged not only to develop and use their home language but also to learn and reach a good standard of English language.

Realistic and challenging expectations are set for all children across the EYFS. Planning meets the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society. We actively promote British Values through our curriculum, for example learning about other religions, PSHE and work around People and Communities.



Safeguarding and Welfare Requirements

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

Early Years Statutory Framework – September 2021

Safeguarding children, ensuring that they keep safe and well, is of paramount importance and at the heart of everything that we do. The following whole school policies and procedures are in place to ensure the safeguarding and welfare of the children in Early Years:

- Whole School Policy on Safeguarding and Child Protection
- Equal opportunities policy
- School complaints procedure
- SEN policy
- Medical needs policy
- Educational visits policy
- Behaviour policy
- Anti-bullying policy and Anti-cyber bullying policy
- Safer recruitment policy
- Health and Safety Policy
- Foundation Stage risk assessment

In addition;

- Supervision meetings are held on a regular basis involving the Headteacher, EYFS Lead and all staff working in EYFS.
- All members of staff have an enhanced DBS and are required to complete a disqualification by association form annually.
- Fresh drinking water is available at all times.
- All children enjoy a healthy fruit or vegetable snack daily and fresh milk. Healthy and nutritious meals are provided by the school kitchen for children who stay for lunch.
- At least one member of staff in every classroom holds the paediatric First Aid certificate.
- Staff are expected to wear appropriate clothing that supports them in getting to a child's level and playing and engaging with children at floor level.
- All parents are required to fill in a form to state who is able to pick up their child and to set a password to be used when children are picked up by a person not familiar to staff.

At Delph Side, there are clear procedures for assessing risk (see whole school risk assessment policy) which include procedures for keeping children safe both day-to-day and during outings. Risk assessments are completed for any planned educational visits and submitted to the Educational Visits Coordinator.

Use of Mobile Phones and Cameras

Children have their photographs taken to provide evidence of their achievements for their learning journals and for the school website and social media pages. Each class have iPads which are used to take photographs. Staff are not permitted to use their own mobile phones to take or record any images of children. School seeks parental consent to take and share photographs of children. Photographs are stored on the school's hard drive and all computers are password protected. Cameras and mobile phones are prohibited in all toilet and changing areas.

Monitoring and Evaluation

It is the responsibility of all EYFS staff to follow the principles stated in this policy. The EYFS Leader will be responsible for taking a strategic lead for improving standards of teaching and learning across the EYFS to ensure progress is accelerated and all children reach their full potential. The role of the EYFS leader is:

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- promote effective teaching and learning strategies across the EYFS
- monitor pupil progress and pupil attainment
- evaluate performance
- ensure that quality is continuously improved in the Early Years setting
- ensure the correct deployment and provision of support staff
- taking the lead in policy development and action planning for the EYFS
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent developments in the EYFS