



## **Early Years Foundation Stage (EYFS) Policy**

### **Introduction**

*'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'*

Statutory Framework for the Early Years  
Foundation Stage – September 2014

At Delph Side Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life as well as preparation for the next stage of education. The EYFS for children is from birth to five years of age (the end of the Reception year).

### **Purpose**

The Early Years Foundation Stage Statutory Framework (updated 2017) 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.

### **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.

In everything that we do, we intend for our children to feel valued unconditionally and appreciated as unique individuals who have specific needs and interests. We provide a safe, caring, supportive and well-organised indoor and outdoor environment where children can learn through play. Children are encouraged to be active, creative, risk takers and critical thinkers. As a result, we endeavour to ensure that our children thrive and develop, building on what they already know, so that they have the firm foundations required for further learning in Key Stage 1 and beyond.

Other aims throughout the EYFS include:

- To make the induction/transition process into all phases positive and supportive.
- For the children to be active, creative and to develop as critical thinkers.
- To provide experiences for all children, whatever their needs, which actively encourage engagement rather than allow passive/repetitive play.
- For children to thrive and develop, building on what they already know, within a relevant and well-planned curriculum.
- To set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- For children to discover what they can achieve, rather than what they can't achieve and to encourage an ethos of 'it's okay to be wrong' and to 'take a risk'.
- To work in partnership with parents and carers.
- To safeguard and promote children's welfare at all times.
- To lay the foundations that will encourage each child to realise their full potential.



### Organisation

EYFS provision at Delph Side Primary School is organised into three sections: Nursery, Pre-School and Reception. Each class have their own separate 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.

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 and if they will need to provide us with an 11 digit eligibility code to validate.

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.

### Wrap Around

Our wrap around facility means that we can support parents by offering child care from 7.45 am to 5.30 pm each week day, with our successful breakfast club and our Learning Zone. We offer additional Nursery hours which are flexible in order to help parents with work commitments or training opportunities. This can include a lunch-time session.

Our families have the opportunity to receive a high quality, flexible and affordable child care, in our inclusive setting. Pupils will engage in additional educational activities which will support their learning.

### EYFS Principles

The EYFS is based upon four principles:

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

We recognise that 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 believe it is essential to have a good understanding of children's individual

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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 (including SEND, disadvantaged and more able) are met. Children's progress is monitored closely and action is taken quickly when progress appears to be stalling. We recognise the importance of smooth transitions and ensure that the transition from Nursery to Pre-School is led by the child, with visits arranged before the child moves permanently. Likewise, children moving from Pre-School to Reception spend time getting to know staff and their new environment before the summer holidays. Home visits also take place before school starts. The needs of children requiring enhanced transition are taken into account as and when they arise.

**Positive relationships** underpin our whole school ethos. 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. 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 meaning parents know they can discuss any worries or concerns as they arise
- Provide parents with access to their child's online Tapestry Learning Journey
- Provide updates of learning and events taking place through the use of the SeeSaw app
- Hold stay & play sessions throughout the year
- Arrange home visits in the term before children start Reception giving parents the opportunity to tell us about their child
- Invite all parents to an Induction meeting the term before their child starts school
- Hold information sessions and workshops for parents to learn about how and what their child will learn
- Hold parents evenings twice a year for Pre-School and Reception families
- Invite parents of 2 year olds into school to discuss their child's 2 Year Progress Check
- Provide end of year reports documenting children's progress

We value the key role of an **enabling environment** in supporting and extending children's development. Through observation we assess the children's interests, stages of development and learning needs and this information is used to inform enhancements to our continuous provision. The classrooms environments are attractive and stimulating which encourages children to explore, investigate, imagine and learn through first-hand experiences. Children are encouraged to complete achievable activities and staff are used effectively within the environment to skilfully provide questioning and challenge to extend learning when required. Classrooms are arranged into learning areas with appropriate resources available for children to access independently. All children have daily access to outdoor areas which offer opportunities for doing things in different ways and on different scales that when indoors. Progression throughout the classrooms is clear through resources used and expected outcomes.

As children spend the majority of their time engaged in child-initiated purposeful play, staff ensure that enhancements 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 (e.g. based on their individual interests)

We value all areas of **learning and development** equally and understand that they are often linked. Long and medium term planning identifies key EYFS outcomes which need to be achieved each half term. These are linked to the seven areas of learning and to the Characteristics of Effective Learning. The initial focus in the Nursery and Pre-School classes is on the prime areas of learning.



### The Curriculum

Our learning and development requirements comprise:

- the seven areas of learning and development (see appendix 1)
- the Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year (See appendix 2)
- the assessment requirements - when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers.

Due to our priority of language development and developing a 'love for reading', our EYFS curriculum is based around key texts which we believe children should know before they enter Key Stage 1. Activities to meet the outcomes are planned around key texts however, they may be adapted in response to the needs, achievements and interests of the cohort. Books have been carefully selected to ensure that a range of moral, social and cultural discussions are able to take place. In addition, enhancements are added to both the indoor and outdoor continuous provision which reflect children's individual interests.

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.

Long term plans for the Pre-School and Reception classes outline the key skills and knowledge which will be taught each half term. Planning incorporates all 7 areas of learning, as well as the Characteristics of Effective Learning. Plans have been carefully created to ensure that children can make good progress towards the Early Learning Goals at the end of their Reception year. In both the Nursery and Pre-School classes, 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 Pre-School and 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. In addition, Reception also have a daily Maths session, based on the White Rose scheme of learning.

In addition, we strongly value real life 'wow' experiences which bring learning to life for our children. We recognise that some children may join Delph Side with limited experiences of the wider world so we aim to provide a rich range of activities to enhance children's learning experiences. We regularly use our school Woodland School, Pre-School attend swimming lessons, we invite a range of visitors into school and we take Reception children on school trips.

We make regular on-going assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Children's progress is recorded and tracked at the end of each term. Meetings are held to analyse cohort and individual data and next steps identified. WellComm assessments also take place termly and appropriate speech and language intervention is run daily across EYFS.



### **Assessment**

When children start at Delph Side, we complete a baseline assessment so that we have a clear understanding of their learning and development. Once starting points have been established, we use regular on-going assessments to inform future planning. We use Tapestry to make snapshot observations of children's independent learning. In addition to these online learning journals, children in Pre-School and Reception have their own paper-based evidence files/books where work (paintings, mark making, writing etc.) is evidenced. Children in Reception also have a Writing and Maths book to evidence their progress in these areas.

Teachers complete termly assessments (September, December, March & July) using our online tracking system, O-Track. The age band children are working at for each are of learning is identified and teachers work with the Early Years Leader to analyse children's progress. A GAP analysis is produced after each assessment point in order to identify cohort strengths and weaknesses. As a result, teachers make an action plan of how their provision and planning will reflect identified priorities.

Two year old progress checks are completed for children who attend our 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
- 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. The class teacher uses a range of evidence to assess children against the Early Learning Goals. Parents are informed as to whether their child is working below, at or above the expected age-related expectation for each area of learning. 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.

Families are kept up to date with the child's progress through; informal discussions, parents evenings and an end of year report. They are also able to access their child's online learning journey through the Tapestry app.

### **Induction/Transition**

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 a child starts at Delph Side for the first time, 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 learning environment. 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 so that children can become familiar with their new classrooms. Staff from the room which the child will move into will also make an effort to visit the child in their original setting.

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When children start Reception, home visits will take place. Staff will also hold information sessions for parents. 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.

We recognise that the step for children from Reception to Year 1 is a significant one. 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 'differences'. All children are treated fairly regardless of race, language, religion or abilities and have equal access to all provisions available.

In the Early Years continual informal and formal assessments undertaken by the staff provide opportunities to identify any special educational needs a child may have. While all children develop differently, it is recognised that a significant lack of achievement may be a cause of concern and will be carefully monitored (allowing for a settling in period). Early identification of special needs is crucial to enable staff to support the development of each child.

Teachers assess children on the WellComm speech and language programme when they start and use this data to set up intervention groups. To ensure that our children progress with their Speaking skills we also have a school based Speech and Language therapist for one day a fortnight. She is able to work with targeted children based on their additional communication and language needs.

If a child's progress in any prime area gives cause for concern, we will discuss this with the child's parents and agree how best to support the child. We will consider whether a child may have a special educational need or disability which requires specialist support. We will link with, and help families to access, relevant services from other agencies as appropriate. Children identified with special educational needs are monitored and initial concerns are discussed with parents and the SENDCO. Advice may be sought from other agencies. Appropriate steps are taken in accordance with our Special Educational Needs Policy

For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We will also ensure that children have sufficient opportunities to learn and reach a good standard in English language. When assessing communication, language and literacy skills, practitioners will assess children's skills in English. If a child does not have a strong grasp of English language, practitioners will explore the child's skills in the home language with parents to establish whether there is cause for concern about language delay.

### **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."*

Statutory Framework for the Early Years Foundation Stage – April 2017

At Delph Side, the health and safety of children is at the heart of everything we do. Safeguarding is a priority in everything that we do. We are legally required to comply with

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certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.

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 line with the EYFS Statutory Framework 2017, at Delph Side we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date.
- All members of staff have an enhanced DBS and are required to complete a disqualification by association form annually.
- If a child has a specific ongoing medical need we will seek information regarding the condition and medication, and keep a record of when and how much is given. Training will be provided for staff where the administration of medicine requires medical or technical knowledge.
- Fresh drinking water is available at all times
- Before a child starts at Delph Side, we will obtain information about any special dietary requirements and food allergies that the child has, and any special health requirements.
- All children enjoy a healthy fruit or vegetable snack daily and fresh milk. Healthy and nutritious meals provided by the school kitchen for children who stay for lunch.
- At least one member of staff in both Nursery and Reception classrooms hold the paediatric First Aid certificate.
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- Mr Morris is the behaviour lead (refer to Inclusions policy, Behaviour policy, Care and Control policy)
- A Health and Safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- 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
- A fire and emergency evacuation procedure and policy
- School systems are in place to tackle discrimination and to prevent radicalisation of pupils.
- Safeguarding training for staff is held annually.
- Any safeguarding concerns are logged electronically using CPOMS. These are then dealt with by one of the Designated Safeguard Leaders (DSL) in school.
- When starting Nursery or Reception parents are required to fill in a form of 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 during outings and for any aspects



of the environment or provision that may require a further risk assessment. Risk assessments are completed for any planned educational visits and submitted to Mr Fyne (Educational Visits Coordinator).

### **Use of Mobile Phones and Cameras**

Children have their photographs taken to provide evidence of their achievements for their Tapestry learning journals and for Facebook and class pages on the website. Each class has iPads which are used to take photographs and collect evidence for Tapestry. Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records under any circumstances. School seeks parental consent to take and share photographs of children. Photographs are stored on the schools hard drive and all computers are password protected. Cameras and mobile phones are prohibited in all toilet and changing areas.

### **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We aim to ensure that parents are actively involved in their children's educational journey. We do this by;

- Having an open door policy and being available to parents before, during and after the school day.
- Taking time to establish relationships with parents and encouraging them to share concerns or questions as they arise.
- Providing regular updates for parents using the Seesaw and Facebook pages.
- Providing parents with a log in for their child's online learning journey.
- Holding stay & play sessions each term.
- Inviting parents to celebration assemblies.
- Parents evening.
- Home visits in the summer term before a child starts Reception.
- Induction meetings for the families of our Reception cohort.
- Holding parent workshops to help parents support their child's phonics learning.
- End of year reports.

### **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:

- 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
- the quality of the Learning Environment
- the 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

Monitoring across the EYFS classrooms will take place, both informally and formally. Monitoring findings will feed into improving EYFS practices at all school levels e.g. The School Improvement



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Plan and The EYFS Action Plan to ensure there is a real drive to raise attainment. The Head teacher, Senior Leadership Team and subject coordinators will also carry out monitoring of the EYFS through observation, learning walks, learning journal scrutiny and discussion as part of the whole school monitoring schedule.

### **Equal Opportunities**

At Delph Side we value the diversity of individuals and do not discriminate against children because of 'differences'. All children are treated fairly regardless of gender, race, religion or abilities. All children and their families are valued for who they are. We believe that all our children matter. We give our children every opportunity to achieve their best. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet 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.