



Early Years Foundation  
Stage Policy  
June 2020

# 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.”*

*From the Statutory Framework for the Early Years Foundation Stage 2017*

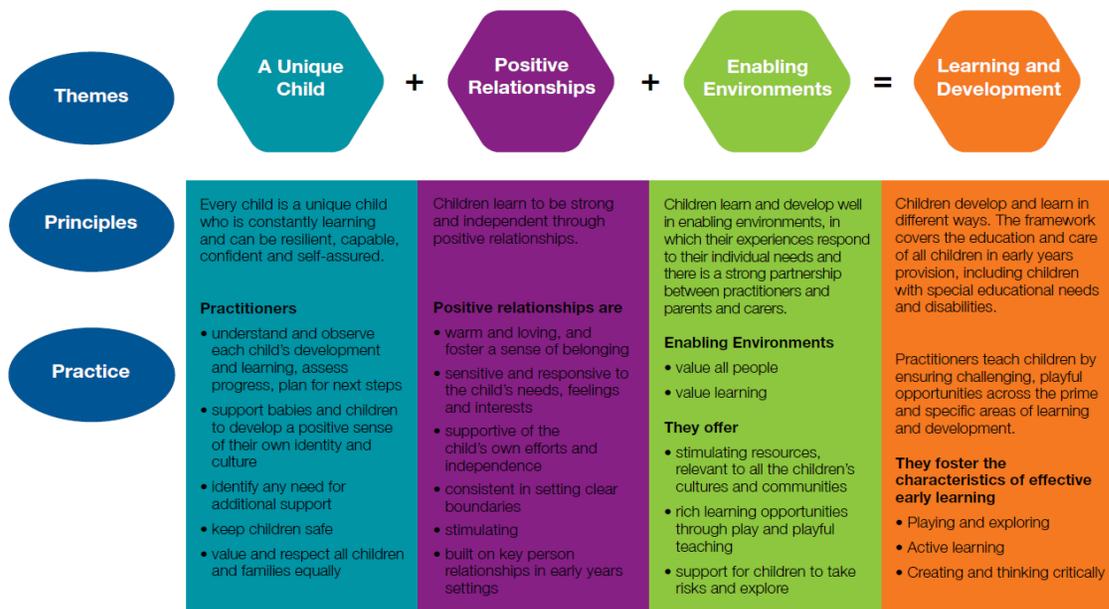
The overarching aim of the Early Years Policy at Kirkham and Wesham Primary School is to promote the principles of the EYFS Statutory Framework and The Development Matters in the Early Years Foundation Stage Guidance. (Revised Framework September 2014):

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

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

## Themes, Principles and Practice

The four themes of the EYFS underpin all the guidance. This document - Development Matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.



# **Safeguarding**

## **Relevant Documents:**

Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five', DfE, 2017<sup>1</sup>

The statutory guidance 'Working together to safeguard children',<sup>2</sup> which applies to organisations and professionals who provide services to children. The guidance was updated in September 2018 to make clear that it applies in full to schools.

'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2019.<sup>3</sup>

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

- regular safeguarding training, including child protection training and updates for staff. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners. The DSP is Mrs Rhiannon Jones.
- staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner.
- safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about the behaviour of colleagues. See Whistle-blowing policy, e-safety policy.
- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys

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<sup>1</sup> [www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

<sup>2</sup> [www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2).

<sup>3</sup> [www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance).

- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them
- the effectiveness of risk assessments and actions taken to manage or eliminate risks.

Please refer to whole school policies: single central register for safeguarding, behaviour policy, health & safety policy, child protection and risk assessments

## **EYFS Provision at Kirkham and Wesham Primary School**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At Kirkham and Wesham Primary School all children join us at the beginning of the school year in which they are five. This policy reflects the main aims of the school which are to ensure that all children, in accordance with their age, ability, aptitude and any special needs they may have, will become active and responsible members of their own community and of society'.

### **Staff in Reception are:**

Mrs Alison Culshaw - Class teacher (Part time)

Mrs Jane Chandler- Class teacher (Part time)

Miss Collette Comerford – Teaching Assistant (Paediatric First Aid)

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

Early Years provision at Kirkham and Wesham Primary School is provided in a reception classroom for 30 pupils aged 4-5 with its own purpose built enclosed outdoor area. There is access from this into a shared outdoor playground. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years, and the children also have access to other equipment and facilities throughout the school, e.g. computer suite, hall, library etc.

Teaching and learning in the early years curriculum is carefully planned and structured to meet individual needs through long, medium and short term plans based around topics or themes. Children participate in daily literacy, phonics and numeracy activities. Activities are planned using the Early Years Curriculum which is based on the DCSF/QCA Early Years Foundation Stage. Staff organise a range of experiences and opportunities based on 'real events' which give children a chance to make decisions and choices, work individually or in groups and explore the learning environment.

Lessons and activities are organised and time-tabled weekly but can be flexible to allow for extended periods of learning and to meet individual needs. The children are introduced to daily and weekly routines and join with children in whole school and key stage 1 for assemblies, playtime sessions, seasonal and cultural events.

Staff aim to create a welcoming, happy and relaxed environment which enables the parents to feel confident in their role as a partner in their children's education. Teachers and teaching assistants are always available to talk to parents about any concerns before and after school. Parents are encouraged to help their children learn at home. Books to read, words to learn and numeracy games and tasks are sent home regularly for children to share together with their parents.

If a teacher or parent expresses concern regarding the physical or learning development of a child the SENCo is informed. The SENCo will liaise with class teacher and parents. The SENCo will then liaise with outside agencies e.g. school nurse, educational psychologist, speech and language therapists, specialist support teachers etc. Parents are kept informed (See Policy for Special Educational Needs)

A child with a statement of special educational needs or Education, Health and Care Plan will be supported by a teaching assistant (TA) for some sessions of the week. The TA will work with the child individually, in a group or in whole class lessons supporting and encouraging the child to join in with and access all class activities. The teacher and TA plan programmes of work for children with statements of special educational needs or Education, Health and Care Plans in liaison with the SENCo and specialist support teachers and other related agencies. Parents are invited to regular review meetings.

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

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

The teaching and learning is organised inside and outside the classroom to include the following areas of provision:

- Indoors - role play, construction, malleable / sensory experiences, mark making, reading area, creative workshop, ICT, gross and fine motor skill development.
- Outdoors - small world, gross motor/fine motor, gardening, mud kitchen, exploration and investigation, sand and water play, creative.

We ensure that play is planned and purposeful and activities are organised each week to include a balance between adult directed, adult guided and child initiated with an emphasis on

following the needs and interests of the children in order to ensure learning is real, relevant and purposeful.

The learning environment also enables children to demonstrate the characteristics of effective learning and adults support the children in playing and exploring, active learning and developing creativity and thinking critically.

Staff organise a range of experiences and opportunities based on 'real' events, which give children a chance to make decisions and choices, work individually or in groups and explore the learning environment. The learning environment is changed and developed throughout the year, to ensure progression of learning and challenge for all children.

Provision is also differentiated to meet the needs of individual children and is organised to promote inclusion of children with SEN and EAL.

## **Early Years Foundation Stage Curriculum**

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

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

### **3 Prime:**

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

### **4 Specific**

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

Reception children have access to RE

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

The curriculum at Kirkham and Wesham Primary School has been developed in line with the EYFS requirements for observation, assessment and planning.

The wider curriculum at Kirkham and Wesham Primary School consists of:

Educational visits and visitors, e.g. family members, members of the local community

Opportunities to access the local and wider environment including shops, parks,

Links with local community organisations, e.g. High schools, club day

Links with pre-school playgroups and day nurseries.

British values are promoted by visits from important members of the community eg. Mayor, church leaders etc, fundraising, teaching of different cultures, celebration of festivals, etc. See appendix 1

## **EYFS Planning**

At our school planning includes:

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

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

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

- This is usually half termly.
- We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes using development matters positive relationships/enabling environments to support planning effective provision.
- Our daily routines which will include milk and fruit , lunchtime, key person time, time for arrival, settling in and leaving, provision for outdoor activities as well as indoor, time for individual or small group interaction, whole class activities with staff
- Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified themes for, reception children, e.g. Ourselves, Food, change and growth etc

- We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children
- We review and plan for the balance between activities both adult directed and child initiated to meet the observed needs and interests of individual and groups of children, throughout the year
- We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental engagement, procedures for observation and assessment, awareness of child development

### **Short Term Planning:**

We use the observation, assessment and planning cycle to determine the children's starting points, needs and interests (Development Matters p 4). Short term planning is responsive to the children's fascinations and provides a weekly overview of teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning. We use development matters unique child/ positive relationships /enabling environments to support our planning.

For Reception this would include knowledge of prior learning, specific planning to meet the requirements of the seven areas of learning and development, mental maths, phonics and the locally agreed RE syllabus. Planning for adult led or adult guided activities, enhancements in continuous provision, activities to support observed interests of the children. Identify whole class and small group activities and how the interests and needs of individuals are met. Evaluation of provision.

The short term planning also includes:

- adult directed activities for some areas of learning and development, phonics, enhancements in areas of provision indoors & outdoors
- Differentiated activities to meet the needs of all children
- An overview of weekly activities and events
- On-going weekly observations used to inform planning
- How children with SEN are supported, monitored and by whom

## **Observation and Assessment**

### **On Entry Assessment**

Prior to entry, information is gathered from previous settings, parents and other professionals. We visit previous settings, collecting information and discussing transition documents. During this period we have discussions with parents and other professionals, make observations, collect photographs and samples of children's work. The children are encouraged to regularly visit our setting through "drop in" Activity Bag exchange sessions and induction afternoons. We collect information on pupil's entry to Reception using the development matters age-related bands as a guide in order to provide a 'Best fit' baseline.

## **Formative Assessment**

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents.

## **Summative Assessment**

We use summative assessment in our setting to ensure that:

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

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

We use information collected from our online learning journeys and trackers each half term to record electronically on the EYFS tracker and at the start and end of the year on the Summary Chart for Reception Children. Children's achievements in all areas are recognised and highlighted through the awarding of stickers and special awards and certificates are given at Child of the Week Assemblies.

Recording pupil progress takes place in a variety of ways – skills assessment, observation, focused activities, questioning and discussion, these observations/records inform future planning and enable staff to meet individual needs.

## **Reporting to Parents**

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

Reporting to parents takes place through interviews at parents' evenings during October and March where parents are invited into school to discuss their child's achievements, interests and experiences. In addition, the end of year report for Reception provides details of the child's attainment and progress towards the Early Learning Goals in written format and using the scores. We give an opportunity for the parents to discuss these judgements with the EYFS teacher. Staff are always willing to feedback to parents throughout the year and this can be done formally or informally, we are always available at the end of the day. We also have regular open afternoons for parents where they can discuss their child's progress and look at their online Learning Journeys and other folders of work.

Newsletters from Reception help to keep parents informed of their child's activities throughout each half term and to provide the opportunity for parental involvement and to support parents when helping their child at home. Information is also available on the Reception notice board.

## **Induction**

During the spring term parents of the children who have been allocated places are invited to an Induction meeting where parents are welcomed to the school and introduced to the staff.

A pack of information is provided for parents containing our early years booklet, Home school agreements, information gathering proformas, school uniform, data protection forms etc. We also include our 'All about me' booklet for parents to work on with the children before entry to school. This is then shared with the teacher when the child starts school in September. The meeting concludes with questions and a visit to the Reception classroom where the parents can choose an Activity Sack. The children can then exchange this sack during weekly "drop in" exchange sessions.

The children are invited to attend two induction afternoons in the summer term to become familiar with the class setting and for parents to find out about what we teach and how children learn. Staff at Kirkham and Wesham believe that these induction afternoons enable parents to share valuable information which can help make a smooth transition from home to school and allow parents to ask questions they may have about their children starting school. The Reception staff also visit the children in their own settings and meet with the pre-school key workers. The children are then introduced into school in September for half-day sessions for the first two weeks and then will stay full time.

## **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 do this through:

- talking to parents about their child before their child starts in our setting;
- the teacher will visit children in their previous setting prior to their starting school;
- the children have the opportunity to spend time in the setting before starting school by attending "drop in" Activity Bag exchange sessions and induction afternoons;
- inviting all parents to an induction meeting during the term before their child starts in Reception;
- offering all parents daily opportunities for informal discussion about their child;
- encouraging parents to talk to the child's Key Person or teacher if there are any concerns. There is a formal meeting for parents each term at which the teachers and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- providing a Home School Diary for parents of Reception children to leave comments relating to the children's achievements.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

## **Transition Procedures**

### **Points of transition:**

Pre-school to Reception

The class teachers liaise with pre-school and nursery staff, and transfer information. The class teachers arrange visits to pre-schools/nurseries in summer term. Parents are invited to attend open days with their child before they begin school. Pre-school settings are asked to complete a transition document for each child.

Reception to Y1

At the end of the Reception year information is shared with Year 1 staff to ensure effective transition to Year 1, this includes formative and summative assessments, tracking data, online Learning Journeys, observations and end of year reports.

The children have an opportunity to meet the Y1 staff and spend a morning in the classroom in the summer term.

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

Pre-school to Reception

- Personal information from parent / pre-school about child e.g. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits/ICT use
- Learning Journey
- Information about progress in relation to EYFS

Reception to Y1

- EYFS Assessment data, characteristics of effective learning information and how this is used to plan for teaching & learning in Y1
- Online Learning Journey
- On-going assessment documents e.g. reading records, writing assessments, behaviour programmes, care programmes, IEPS

## **Liaison with other agencies**

If a teacher or parent expresses concern regarding the physical or learning development of a child the SENCo is informed. The SENCo will liaise with the class teacher and the parents. The SENCo, the class teachers and TAs will then liaise with outside agencies e.g. school nurse, educational psychologist, speech and language therapists, physiotherapists etc. Parents are kept fully informed. (See Special Needs Policy)

## **Staff Development**

All staff working in foundation stage are conversant with the Statutory Framework for EYFS 2017, and procedures for observation, assessment, record keeping and planning.

All staff will have understanding of attachment theory and key person role. All permanent members of staff will be key person to a group of children, **‘Their role is to help ensure that every child’s care is tailored to meet their individual needs ... to help the child become familiar with the setting, offer a settled relationship for the child and build**

**a relationship with their parents.'** The class teacher is usually the main point of contact for curriculum matters.

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

The Head teacher and Senior Management Team will endeavour to ensure that:

- appropriate dissemination of training/materials/good practice takes place regularly.
- a record of INSET activities is maintained.
- there is an assessment of the impact of INSET etc on the quality of teaching & learning.

## **Resource Audit**

Foundation Stage staff regularly audit and check resources in order to ensure safety and quality.

All staff have professional responsibility to ensure that equipment and resources are stored safely and appropriately and are in a satisfactory condition.

The Key Stage 1 coordinator is responsible for departmental budget and orders every day stock. The main subject coordinators are responsible for their budgets and may order subject resources for use by the foundation stage.

An early years budget is allocated to provide extra resources to complement topics or themes.

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

The Head teacher, Early Years staff and Governors will monitor and review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

<b>Review Date</b>	<b>Signature</b>	<b>Position</b>
		Head

		EYFS Governor EY co-ordinator
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