

Seabridge Primary School

Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and support to reach their full 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.”

Early Years Foundation Stage Profile – Department for Children Schools and Families 2012

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our Early Years provision at Seabridge Primary School begins in our part time Nursery which runs from 9am to 12am every day. The children can start here in the term following their third birthday. I.e September, January or Easter . The following September (the year in which they turn 5) the children move up to one of our two full time Reception classes, if placed into our school by Staffordshire County Council.

At Seabridge Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development and is therefore a very significant time . It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The Early Years Foundation Stage Profile Handbook sets out what is typically expected of most children by the end of Reception year at school.

Aims and Objectives

We aim to support all children to become independent and collaborative learners, We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

This policy aims to ensure we will:

- Build on what each child already knows and can do .
- Provide a broad , balanced , creative and relevant curriculum that will set firm foundations for further learning , development and skills needed for good progress in Key Stage 1 and beyond.
- Provide a wide range of opportunities for independent learning, adult directed learning and child initiated learning.
- Provide a rich and stimulating environment, including challenging, exciting and imaginative indoor and outdoor learning environments.
- Value what each child can do, assessing their individual needs and helping them to progress sensitive to the requirements of the individual child and those who have additional needs.
- Provide a positive, supportive environment where children feel safe and secure to learn.
- Develop excellent relationships with parents and carers to build strong relationships in supporting their children.

Legislation .

This policy is based on the requirement set out in the 2017 Statutory Framework for the Early Years Foundation Stage (EYFS)

The EYFS is based upon four principles:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

A Unique Child

At Seabridge Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement, as well as celebration/ sharing sessions, assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Seabridge Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. The school motto reflects our main aim for all our children – "Working together to be the best that we can be".

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.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children who have disabilities , of children of all social and cultural backgrounds, of children from different ethnic groups and those of diverse linguistic backgrounds.
- Monitoring of children's progress and taking action to provide support/ intervention as necessary.
- Working closely with parents , carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

At Seabridge Primary School 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.

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 school; the children have the opportunity to spend time with their teacher before starting school during our Induction/ visit mornings.
- Inviting all parents to an induction meeting during the term before their child starts full time in Reception class and part time in Nursery;
- Offering parents regular opportunities to talk about their child's progress in all EYFS classes and allowing access to the children's 'Learning Journey'.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress. 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: Stay and play sessions, craft sessions, Early Years Christmas concert, Sports Day etc;
- Providing feedback forms to go into the children's 'Learning Journey' for parents to leave comments relating to the children's achievements.
- Sending home 'Proud Clouds' or 'Magical Me' slips (or similar) to encourage the sharing of achievements from home.
- Providing a 'Home School Links' book to all children to enable further communication from home.

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.

In the Reception classes the teachers act as 'Key Workers' to all children in their class, supported by the Teaching Assistants. In Nursery the two teachers and Teaching assistants act as key workers with the teachers overseeing the cohort.

We have very good links local nurseries, pre schools and childminders. Transition visits are undertaken by the EYFS teachers in the Summer term to discuss, gather information and meet the new intake of children.

Enabling Environments

At Seabridge Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. The children have daily access to an indoor and outdoor environment with areas of continuous provision. Children have opportunities to direct their own learning as they initiate play-based learning and other planned opportunities provided by staff.

We plan a learning environment both indoors and outdoors which encourages a positive attitude to learning and reflects the individual's interests and abilities. We encourage children to make their own selection of activities on offer fostering independent learning. We ensure that resources and spaces are safe to use and are checked regularly.

Learning and Development

Seabridge Primary School follows the curriculum outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development which are equally as important and inter-connected. None of the areas can be taught in isolation from the others. However, 3 areas known as Prime areas are seen as particularly important for children to thrive as this vital foundation stage in their lives.

The Prime Areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

The prime areas are then strengthened and applied through 4 specific areas.

The Specific Areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas require a balance of adult-led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Children's development levels are assessed throughout the year and the balance will shift towards a more equal focus on all areas providing the child has grown in confidence and ability in the 3 prime areas.

Characteristics of Effective Learning

The characteristics of Effective Learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all 7 areas of learning and development, representing processes rather than outcomes.

Play and Exploring – Engagement

- Finding out and Exploring
- Playing with what they know

- Bring willing to 'have a go'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learning to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children or on their own.

Active Learning – Motivation

- Being involved and concentrating
- Keep on Trying
- Enjoying achieving what they set out to do

Active learning occurs when children are motivated and interested. Children develop confidence over their learning and learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically

- Having their own ideas
- Making Links
- Choosing ways to do things.

Children should be given the opportunity to be creative through all aspects of their learning. Adults can support a child's thinking, help them make connections by showing interest, offering encouragement, asking open-ended questions. Children can access resources purposefully to extend their learning and problem-solving and investigative skills.

Teaching and Learning within EYFS

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. EYFS staff respond to child's emerging needs and interest guiding their development through warm and positive interaction. As children mature throughout Early Years, and as their development allows, the balance shifts towards more adult-led activities to help prepare children for Year 1.

We provide each child with a well-balanced, stimulating and meaningful learning experience by:

- Providing a safe and nurturing environment in which they feel safe and secure to learn;
- A carefully planned curriculum which helps children to achieve the Early Learning Goals as set out in the Early Years Foundation Stage Handbook;
- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- Provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- Encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- Supporting learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

- Identification of the progress and future learning needs of children through observations, which are shared with parents;
- Promoting good relationships between our school and the settings that our children experience prior to joining our school.

Planning

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers will plan using the statements from Development Matters from the EYFS document. The planning responds to the needs, achievement and interests of the children which may or may not be topic based. Medium Term Plans tend to follow the seasonal & festivals throughout the year. The children's interests then become the basis for each termly plan. The weekly plans include key adult led and initiated activities which are taking place. This allows us to support all our learners and ensure all children are offered the same (but differentiated) opportunities, experiences and support from the adults. A weekly continuous provision plan both for indoor and outdoor provision is completed to ensure a wide breath and balance of activities over the half term. This plan is used to note down children's interests and needs and we use this assessment to inform future continuous provision plans and possibly adult led tasks. Additionally, we hold a weekly discussion session with the children to discuss what activities, learning opportunities they have enjoyed and we record children's comments and ideas for activities and include these in the following weeks planning.

Observations

Early Years Foundation Stage staff are skilled in observing children within the provision to identify achievements, interests and their next steps for learning. These observations make take the form of written observations or digital observations using an online application which is then printed to be included in the child's Learning Journey. Observations of the children then inform the future direction for planning and may/ may not change the weekly planning dependent on outcomes for the children on a daily basis. Observations are linked to the age /stage Development Matters and Characteristics of Effective Learning and are part of the ongoing continual assessment process.

Assessments

Assessment in the Early Years Foundation Stage is a valuable and important tool which helps to identify the individual needs of children or groups of learners in order to plan the next steps of their learning.

Assessment is done by reference to the appropriate statements in Development Matters, which lists all the age appropriate objectives within each of the 7 areas of learning. Tracking pupil progress each term informs planning and next steps for individuals , identifying those who are performing at the expected level, those above the expected level and those below according to their chronological age. Evidence for assessment in EYFS is through observations, evidence based learning, directed tasks and evidence from home. We are then able to monitor both progress and attainment throughout the year.

Baseline Assessment : In the first few weeks, in Nursery and Reception, EYFS staff will assess the children on entry to school against the 7 areas of learning . The baseline assessment allows us to identify patterns of attainment within the cohort and to plan accordingly for individuals and groups of children and identify areas of need. We use this information to plan specifically for the needs of the class.

Early Learning Goals

At the end of EYFS, Reception staff complete the EYFS Profile for each child. The children are assessed against 17 Early Learning Goals as specified in the Early Years Foundation Stage Handbook. This will indicate if the child is :

- Emerging – not yet meeting the expected levels of development
- Expected – meeting the expected levels of development
- Exceeding – exceeding the expected levels.

These results are shared with parents / guardians. In order that final assessments are accurate , teachers work together to ensure that data is agreed and teachers' judgements are robust and accurate. There is internal moderation with all EYFS teachers, local moderation with other schools and also the school may be externally moderated by the Local Authority.

Throughout the year, parents/guardians are invited to parents evenings. At the end of the year, they will receive a written report which provides information about the progress of their child in each area of learning.

All information and assessments are passed on to the child's next teacher who uses this information as part of the transition process.

ADMISSIONS TO EARLY YEARS CLASSES

Admission to Reception Class - See School Admissions Policy.

All parents will need to apply for a place in Reception Class via Staffordshire County Council website by the dates specified by them. Children enter Reception class the September following their 4th birthday.

Admission to Nursery Class - See Nursery Admissions Policy.

Nursery children can enter Seabridge Primary Nursery Class the term following their 3rd birthday. The majority of children enter starting a new academic year in September. If the class is not at capacity and there are spaces available in class, we offer a January or an Easter intake. A place in Nursery **does not** guarantee a place in Reception class.

All admissions to Nursery follow the guidelines and criteria in the Nursery Admissions Policy.

Mid Term Admissions in Reception and Nursery.

If there is space available in Reception class, children will be offered a place via the waiting list held with Staffordshire County Council Admissions.

If there is space available in Nursery class, an application will need to be submitted and a place will be offered in accordance to the criteria in the Nursery Admissions Policy. If there is no space available, applicants will join a waiting list.

Transition to School

Starting school whether in a Reception or Nursery class can be a difficult time for young children; we plan this carefully to support children to ensure it is as smooth as possible and they settle quickly into their new class .

All parents of new children starting in the next academic year are invited to an Information Evening in the Summer Term to meet their child's teachers and other key staff and to learn

more about the school. There are then 2 sessions where the children can visit their class , meet staff and become familiar with the new environment . The teachers of Reception and Nursery aim to visit each new child at their existing setting during the last few weeks of the summer term to gain valuable information from their key workers.

In September, if a child is finding it difficult to adjust to school a transition plan may be needed , where by a staggered intake may be necessary to build up their time at school.

Transition to Year 1

Towards the end of Reception year, teachers will begin to prepare their class for the more formal approach they receive in Year 1. This is done gradually by a transition program involving visits to Year 1, meeting the teacher and spending time in the new classrooms, moving towards a more formal approach to specific areas of the curriculum i.e literacy and maths .

Safeguarding & Welfare

' 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 EYFS 2014 , Updated Feb 2018)

At Seabridge Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Policy for Safeguarding Incorporating Child Protection & Mobile Phone Policy, Seabridge Primary School.)

Welfare & Good Health

All children are provided with a piece of fruit and a choice of milk or water each day in all Early Years classes.

Medical Conditions

Children with an ongoing medical condition will receive a Care Plan with regards to the specific needs of their child. Medication will be administered as per the Statutory Framework for EYFS & ***Administering Medication Policy***.

Illness

In the event of a child becoming ill during the day, parents/guardians will be contacted to collect them as soon as possible. Children should recover at home and return to school when they are fully well. ***See Procedure for Illness (EYFS)***

Intimate Care

Intimate care is any care that involves washing, touching, or carrying out a procedure which most children are able to carry out themselves. However, some children may need support dependent upon their self-care needs particularly in regard to toileting. All parents are asked to give consent for EYFS staff to provide intimate care to their child as they enter Early Years. If a child has particular needs either through medical or SEND or if they are not fully toilet trained in the day, parents will receive an Intimate Care Management Plan.

It is hoped that all children who do not have SEN/Medical needs will be toilet trained by the time they start in Early Years. Parents should seek advice from their Health Visitor for further support in this area.

See Intimate Care Policy 2018.

Monitoring & Review

It is the responsibility of all EYFS staff to follow the principles stated in this policy. The EYFS Leader & SLT will carry out monitoring on EYFS as part of the whole school monitoring schedule

Appendix

Statutory Policy or Procedure for the EYFS	Where can it be found?
Safeguarding policy & procedures	Whole School Policy for Safeguarding Incorporating Child Protection Mobile Phone Policy/ E-Safety Policy Equalities Act 2010 SEND Code of Practice PREVENT policy
Procedure for responding to illness	Health & Safety Policy/ Procedure for responding to illness (EYFS)
Administering Medications	Medications Policy / EYFS framework/ Procedure for administering medication (EYFS)

Emergency evacuation procedure	Health & Safety Policy
Procedure for checking identity of visitors	Whole School Policy for Safeguarding Incorporating Child Protection PREVENT policy
Procedures for a parent failing to collect a child or Missing Children	Whole School Policy for Safeguarding Incorporating Child Protection Procedure for failure to collect a child/missing child (EYFS)
Procedure for dealing with concerns and complaints	Complaints policy
Data Protection	GDPR policy

Policy written November 2018

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