

St Matthew's CE Primary School

Early Years Foundation Stage Policy



Revised November 2019

Introduction

'Every child deserves the best possible start in life and support to achieve 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. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.'

Early Years Foundation Stage (EYFS)

- **A Unique Child** Every child is a competent learner from birth who can be resilient, capable, confident & self-assured.
- **Positive Relationships** Children learn to be strong and independent from a base of loving & secure relationships with parents and/or key persons
- **Enabling Environments** The environment plays a key role in supporting & extending children's development & learning.
- **Learning and Development** Children develop & learn in different ways & at different rates & all areas of learning & development are equally important & inter-connected.

Early Years in this setting consists of:

- The terms 'early years'/ foundation stage in this context refer to children in the nursery and reception class,

This policy reflects the main aims of the school which are:

At St Matthew's School we are committed to offering our pupils the highest possible quality of education.

We want our children to

- develop imagination and creativity
- acquire skills and abilities
- have a love of learning

Through respect, teamwork and partnerships, we will work together to ensure that all children achieve, succeed and become responsible, caring and well-mannered citizens.

Early Years Provision at St Matthew's C.E. Primary

Staff in the early years are:

Reception

Nasrin Shaikh- Assistant Head Teacher/ Early Years Leader/ Reception Class Teacher
Danielle Hatton- Reception Class Teacher
Emily Cookson/ Jessica Patel - Teaching Assistant Level 3 (Trained in Paediatric First Aid)
Jade Cothlif- Teaching Assistant Level 3 (Trained in Paediatric First Aid)
Karen Gornall- Nursery Nurse Level 3 (Trained in Paediatric First Aid)
Naseem Shakir- Bi-lingual Teaching Assistant Level 3 (Trained in Paediatric First Aid)

Nursery

Nita Naik- Nursery Teacher/ Attendance Coordinator
Lakshmi Reddy- Teaching Assistant Level 3 (Trained in Paediatric First Aid)
Mita Patel/Sofia Ahmad -Nursery Nurse Level 3 (Trained in Paediatric First Aid)
Fiona Kay - Welfare Assistant
Mrs Saeed- Welfare Assistant

Trudy Gallagher- HLTA (Trained in Paediatric First Aid)

Organisation and management of provision:

Early Years provision at St Matthew's school is organised into

- One large Reception Unit which consists of two reception classes for 30 pupils aged 4-5. All children have access to the outside play space and a wide range of indoor /outdoor equipment and resources are available to meet the needs of the children. The children also have access to other equipment and facilities throughout the school, e.g. hall, library etc.
- A 52 place sessional nursery, 26 children attend morning sessions and 26 children attend afternoon sessions. The nursery has access to an outdoor area and has toilet and kitchen facilities. Again, a wide range of indoor /outdoor equipment and resources are available.

Nursery session times:

Mornings	Monday – Friday	9:00am – 12:00 pm
Afternoons	Monday - Friday	12:10 pm – 3:10 pm

Doors are open from 8:55

School session times:

School day- 8:55 am. – 3:15 pm.
Morning playtime – 10:30 am. – 10:45 am
Lunchtime – 11:45 am. – 12:55 pm.

Doors are open from 8:50 am

Assemblies

Children in Reception classes take part in a whole school assembly once a week. They take part in worship in class. Nursery and Reception children attend special events and assemblies.

Hall Time

Reception classes have a weekly timetabled session in the hall for whole class P.E

Lunchtime

Nursery children attending the morning session have lunch between 11:30 am and 12:00 pm in the school hall. Children attending the morning session can opt for packed lunches or school dinners. Those attending the afternoon session can choose to bring a packed lunch to eat between 12:10 pm and 12:40 pm in the nursery building. A Midday Supervisor and Welfare Assistant are assigned to the nursery children over the lunch break alongside a Nursery Nurse.

Reception children have the option of packed lunch, school dinner or home dinner. Children opting for a packed lunch or school dinner eat in the school hall. Children opting for home dinners are collected by a named adult at 11:45 am from the front door of school and return to school at 12:50 pm through the front entrance.

Playtimes

Children in reception classes have a morning playtime where they play on their own and time during lunch where they share the playground and mix with children from Year 1 and Year 2 classes. Teaching Staff and Support Staff are on a rota for playtime supervision.

Special Educational Needs

In line with guidance from the EYFS and in line with the SEND Code of Practice we will strive to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary;
- Stretch and challenge all children;
- Encourage children to recognise their own unique qualities and the characteristics they share with other children;
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family;

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped. Where children are identified as needing extra support within the setting this involves the SENCO, the parents/carer's and the child's key person working together to write a plan to identify how the child will be given extra support. We liaise very closely with the outside agencies, including Health Visitors, the School Nurse, Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Educational Welfare Officers, Social Workers, Foster Carer's, Pediatricians, Dieticians, GP's and anyone else we feel will be able to support and help the child and their parents or carer's. For the very small number of children whose needs cannot be met in this way and whose needs are more severe and complex, the foundation staff will, with parent'/carer's permission request a formal assessment from the Local Education Authority.

EAL

Children with English as an additional language are supported in school by our EMA team. Children are encouraged and given opportunities to speak in their home language. Bi-lingual teachers and teaching assistants are used to introduce new concepts and vocabulary in children's home languages wherever possible; they also help to liaise with parents. Classrooms resources value the diverse languages and cultures of the school.

Parental Engagement

Both the nursery and reception classes operate an open door policy where staff are available before and after each session. We value the contributions of parents to their child's education. We aim to forge strong partnerships with parents of all children in the Early Years.

Outside Agencies

Nursery and Reception teachers liaise with outside agencies including school nurse, early years outreach worker, Children's centre, Speech and Language Service and the Educational Psychology Service.

Starting Nursery/ Reception

Nursery children are admitted using a staggered entry system during the Autumn term. Reception children are admitted full-time using a staggered entry system during the first three weeks of the Autumn Term.

Organisation and management of the learning environment:

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 range of opportunities and experiences.

Indoors includes areas such as; role play, construction, mark making, reading, creative workshop, sand, water, ICT and problem solving/numeracy.

Outdoor opportunities such as music making, mark making, small world, construction, numeracy, role-play, sand and gross and fine motor skill development.

Areas of provision are introduced gradually from the start of the academic year.

Activities are organised to include a balance between adult directed 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.

Staff organise a range of experiences and opportunities based on 'real' events, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the Development Matters in the Early Years Foundation Stage, 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 Foundation Stage Curriculum stresses the importance of the child's personal, emotional and social development, emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised into Prime and Specific areas.

Prime areas:

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

Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and Design

Reception children have access to RE and daily worship. (For more information please refer to the RE and Worship policies)

At St Matthew's we are working towards children achieving the Early Learning Goals by the end of the Reception year. Development Matters help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage. The curriculum at St Matthew's has been developed in line with the EYFS requirements for long, medium and short term planning.

The wider curriculum at St Matthew's 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, countryside and library.

Planning

At our school planning includes:

Long Term Planning: this informs and helps us focus on our medium term planning

- ❖ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the Development Matters in the EYFS, 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 areas of Learning and Development, which includes ongoing monitoring and evaluation

- ❖ We evaluate our provision in relation to the principles, and commitments 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
- ❖ 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
- ❖ St Matthew's has a curriculum cycle which is broken down into individual year groups and half terms on a two year rolling programme. This gives an overview of the themes that will be covered. Key content, skills and objectives are outlined in the corresponding curriculum maps.

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

- ❖ We include a range of experiences and activities appropriate to our groups of children in line with the Development Matters in the EYFS
- ❖ Medium Term plans detail planned activities and opportunities for children to be involved in and engage within the Prime and Specific areas of learning. Nursery and reception engage in the same theme which changes every half term. Plans are focused on key concepts and key skills as detailed on the curriculum maps.

Short Term Planning: this provides a weekly overview of teaching and learning activities covering the seven areas of learning and development.

Reception include specific planning to meet the requirements of the Prime and Specific areas in Development Matters, Letters and Sounds Programme and the locally agreed RE syllabus. Planning identifies opportunities for whole class and small group activities. Planning also identifies which activities are adult led and which are child initiated. Enhancements for areas of provision- indoors and outdoors are also including in the short term planning. Children identified as having special educational needs have an individual education plan. This has two SMART targets and children work with an adult for 10 minutes per day towards achieving these targets.

Our planning files include:

Long term overview, curriculum map for current theme, medium term plans, a weekly short term plan covering Prime and specific areas of learning including phonics and weekly planning for continuous provision.

Observation and Assessment

On Entry Assessment

Nursery teachers collect information about the pupils during induction sessions and home visits. Any information from outside agencies/ other settings is also collected and used together they provide a baseline. This becomes the basis for our initial assessment and then throughout the year is added to.

Reception teachers collect information from the EYFS Tracker completed in nursery, other settings, outside agencies and during induction visits. This information is used to provide a baseline.

Formative Assessment

At St Matthew's observations and assessments are fundamental to the planning cycle. We use a range of assessment techniques such as talking to and listening to children and participating in activities. We collect annotated evidence, e.g. photographs, post it notes, observation sheets and samples of child's work. This evidence develops our knowledge of individual progress and informs future planning.

Summative Assessment

Statutory assessment for reception is the EYFS Profile which takes place at the end of the school year and is reported to the local authority.

Reception teachers take part in moderation meetings to ensure consistency of judgements in relation to the Development Matters areas of learning.

In Nursery we complete a transition profile at the end of the year to provide a picture of the child's progress in all seven areas of learning and development. There is also an in house moderation process to ensure the consistency in the areas of learning.

Induction/Parental Involvement

Nursery-

The Nursery Teacher and a Teaching Assistant visit the home of each child to build relationships with the parents and gain background information about the child and their family. This gives the parents time to get to know the staff and ask any questions, they are also given the opportunity to state a preference for session times. In the summer term, prior to the child's entry into Nursery, prospective parents and their children are invited to an Induction Day where they can meet the nursery staff, become familiar with the setting and take part in a variety of activities together. During the year parents are invited to meet with the staff after school to discuss their child's progress, well-being and next steps in their learning. In the summer term all parents receive a written report about their child's progress and achievements during that year. Half termly newsletters and parents notice boards to keep parents informed about school events, notices and

information. In the Autumn Term a Parents' Meeting is held to inform parents of how they can support their child at home and the different activities they undertake in Nursery to develop their learning.

Reception-

During the Summer Term before their child starts school, each parent is invited to attend an Induction Meeting and a Play and Stay session in the Reception Unit. They meet the staff and familiarise themselves with the setting. Reception teachers discuss daily routines, the Early Years Curriculum and provide other information in preparation for starting school. Parents are given the opportunity to ask questions and are given a tour of the school. In the autumn and Spring Term School holds a Parents' Evening where parents are invited to meet with their child's teacher to discuss their progress, look at their child's Learning Journey discuss their well-being and next steps. In the summer term all parents receive a written report about their child's progress and achievements during the year. At the beginning of each half term an Early Years newsletter is sent home outlining the theme for the half term, key skills and ideas for how parents can engage their child at home. School half-termly newsletters, parents' notice boards and the school website help to keep parents informed about school events, notices and information.

All parents are invited to special events such as concerts, sponsored events, sports days and nursery graduation.

Transition Procedures

Points of transition:

Home /Pre-School to Nursery

Induction day, home visits, information booklet, transfer of information.

Nursery to Reception

Induction meeting for parents, induction visits for children, reception staff visit nursery during summer term, children visit reception setting, school brochure, transfer of information.

Reception to Y1

Year One teachers visit Reception classes during the summer term, reception children visit Year One for a session during the last week, parents are informed who the next class teacher will be, transfer of information.

Information to be transferred:

Home /Pre-School to Nursery

- Personal information from parent about child e.g. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits, home language, concerns about the child, clarification of personal details.

Nursery to Reception

- Personal information from parent / nursery about child e.g. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits, personal details, home languages.
- Information about progress in relation to EYFS
- IEP's

Reception to Y1

- Development statements data and how this is used to plan for teaching & learning in Y1
- Reading records
- Phonic records
- Key objectives for Numeracy assessment sheets
- IEP's
- Individual tracking sheets
- Personal information about child e.g. allergies & medical needs, permission for photographs and school visits, personal details, home languages.

Staff Development

All teaching staff working in Foundation Stage are conversant with Development Matters in the EYFS, and procedures for observation, assessment, record keeping and planning. Teaching Assistants working in the Foundation Stage take part in on-going training to develop their knowledge of the EYFS.

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 staff development policy.

The Early Years co-ordinator will ensure that:

- ◆ appropriate dissemination of training/materials/good practice takes place regularly.
- ◆ a record of INSET activities is maintained.

Resource Audit

Reception and Nursery classes have a yearly allocation from the school budget. This allocation is spent on consumables and updating/ purchasing resources and equipment to enhance the learning environment.

Reviewing the Early Years policy.

This policy will be reviewed yearly by the Early Years team to ensure it is being implemented appropriately and to take account of changing circumstances. Early Years provision is monitored by the Headteacher and Assistant Headteachers.

CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping Policy

RE Policy

Worship Policy

Special Educational Needs Policy

Equal Opportunities Policy

Complaints Policy

Child Protection Policy

Health and Safety Policy

EAL Policy

Review Date	Signature	Position
November 2020	<i>M. Mackley</i>	Head teacher
	<i>N. Shaikh</i>	EYFS Co-ordinator