EYFS POLICY

Northgate Primary School

Approved: April 2017

Review Due: January 2020

NORTHGATE PRIMARY SCHOOL
EYFS POLICY

'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.'

'Early Years Framework'

INTRODUCTION

At Northgate School, we provide equality of opportunity. For us, inclusive education means tailored provision to meet the needs of all learners. We believe that high quality learning takes place both inside and outside the classroom, and at the heart of our thinking is the commitment that all children are actively included and fully engaged. Our school is a working, cohesive community that removes barriers to learning and respects diversity in all its forms.

At Northgate Primary School we greatly value the importance that the EYFS plays in laying secure foundations for children's future learning and development. So the physical, intellectual, emotional, social and cultural aspects of each child's life are considered and respected.

OUR AIMS

We aim to support all children to become independent and collaborative learners. We 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. At Northgate Primary School, we ensure:

- A happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- A broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- To encourage a growth mindset where each and every child tries new things, works hard and push themselves to continue to achieve and to persevere in any activity that is before them
- To observe the children's interests to implement our future planning
- To establish and maintain excellent relationships with parents and carers to build a strong partnership in supporting their children.
- To provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.
- To prepare children for 21st Century Life by ensuring that each child is literate and numerate.
- To ensure smooth transitions from home to Nursery, Nursery to Reception and from the Early Years Foundation Stage into Key Stage 1.
- We have high expectations and aspirations of all children and staff.
- We believe that a strong focus in foundation should be '***actively teaching and promoting British Values***'. This is done by encouraging:

  Democracy:
  - Making decisions together, encouraging children to know their views count and to value each other's views.
  - Demonstrating democracy in action e.g. children sharing views on the theme of their role-play area with a show of hands.
  - Taking turns, sharing and teaching importance of collaboration, developing enquiring minds where questions are valued.

Rule of Law:

- Understanding their own and other's behaviour and its consequences, learning right from wrong.
- Drawing up rules together so the children understand rules apply to everyone.

Individual Liberty – Freedom for all:

- Developing self-confidence and self-awareness
- Exploring the language of feelings and responsibility and reflect on their differences and different opinions.

Mutual Respect and tolerance – Treat others as you want to be treated:

- Developing and understanding that of tolerance and appreciation of respect for their own and other's cultures.

These are all taught through the areas outlined below in the PSED curriculum.

CURRICULUM

In Foundation we follow the guidelines set out in the 'EYFS Statutory framework' and the 'EYFS Profile'. These documents set the standards that all early years providers must meet in order to ensure that children learn and develop well. This policy details the specifics of our setting and school.

The EYFS framework includes seven areas of learning and development, all of which are important and included into the curriculum taught. There are three prime areas, which are seen to underpin all of the basics and support the other more specific areas of the curriculum.

The Prime areas are:

- Communication and Language – Listening and Attention, Understanding and Speaking.
- Physical Development – Moving and Handling and Health and Self Care.
- Personal, Social and Emotional Development – Making Relationships, Managing Feelings and Behaviour and Self-confidence and Self-awareness.

The Specific areas are:

- Literacy – Reading and Writing
- Mathematics – Numbers and Shape, Space and Measure
- Understanding the World – People and Communities, The World and Technology
- Expressive Arts and Design – Exploring and Using Media and Materials and Being Imaginative

Characteristics of Effective Learning:

The EYFS also includes the 'Characteristics of Effective Learning'. These are regularly planned for and assessed through observations. These are areas that show involvement, engagement and attitudes to learning. The three characteristics are:

- ***Playing and Exploring*** – children investigate and experience things and events around them and 'have a go'
- ***Active Learning*** – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve
- ***Creating and Thinking Critically*** – children have and develop their own ideas, make links between different and experiences and develop strategies for doing things.

TEACHING AND LEARNING

In Foundation we ensure that children have adult directed and child initiated activities (sparkle time) across the day. Learning through play is an important and integral part of the Early Years curriculum and classroom. We believe that children learn best when engaged in rich activities and experiences that interest and inspire them and it is our role to ensure that we are led by their interests.

Adult-directed activities are led by the teachers or Early Years Practitioners. All direct taught sessions are carefully planned and tailored for each class using previous assessments of the children's knowledge, skills and ability. Planning is changed and tailored regularly and in response to the result of taught sessions, ensuring all teaching and learning is relevant and challenging for each child.

We believe that during adult-directed and child-initiated activities, the adults' role and interaction with the children is essential in helping to build the children's understanding. The role of the adult is to continually model, demonstrate and question what the children are doing, either through participation in the children's game or encouraging the children to participate or complete a task with the adult.

In Foundation Stage we plan and teach to ensure that children have rich experiences and opportunities to access all seven areas of learning. Children are taught through a number of different strategies including direct teaching and other more investigative project based learning approaches.

We set realistic yet challenging expectations that meet the needs of all our children; boys, girls, children with special educational needs, children who are more able, children with disabilities, children from varying social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Outside

The outdoor area is as important as the indoor environment and we give all children the choice to develop and extend their learning inside and/or outside at every opportunity, every day. Parents are asked that the children have wellington boots at school and waterproof clothing is available, so children are protected. This enables children to be outside regardless of the weather to ensure we reduce any barriers for learning. The outside area at Northgate Primary school is an extension of our continuous provision, with a variety of resources to facilitate learning, some of which are planned by staff and others allow children choice.

Pupil premium

Pupil Premium is additional funding for children in Early Years to improve the educational provision for disadvantaged children, so that the children are supported to develop the skills they need to be successful learners. In the Foundation Stage we ensure that the children who are in receipt of Pupil Premium funding are focused on carefully through stringent and specific planning and support which is rigorously evaluated.

Assessments, Observations and Learning Journeys

Assessment is an essential and important part of the Early Years for children's learning and development. This involves practitioners observing children in a variety of opportunities to gain an understanding of each child's level of learning. Observations are made in the form of written notes and/or photos/children's work. This happens all the time during adult-directed and child-initiated learning. These observations and assessments will then be used to shape and alter any future learning.

When children enter Foundation Stage (Nursery or Reception) they are assessed against the 'Development Matters' ages and stages assessment bands and are given a level by the first 6 weeks of starting. These levels are then used as a BASELINE to track and measure attainment and progress throughout the year. Levels are reviewed regularly across the year and appropriate support and interventions are put in place to support specific groups of children.

The final Foundation Stage assessments for reception children are made in the Summer Term against the Early Learning Goals.

Learning Journeys are used to show progress for each child and all of the observations, work and photos are added to these books to celebrate the children's achievements in their progress across the year. We teach the children to understand the relevance of these books and use them to promote positive attitudes to their learning and for them to see how well they are doing.

Assessments are regularly moderated internally and externally to ensure rigour and accuracy.

Pupil progress is monitored termly with the Foundation Stage leader and the Senior Leadership team to ensure that gaps are narrowing for groups of children or individual children identified as being in need of support. Concerns about pupils are discussed with the SENDCo and appropriate actions are taken (see SEND Policy, Behaviour Policy and Most-Able Learners Policy)

Formal feedback regarding children's achievements is given at consultation meetings with parents or carers and each child is provided with an end of year report. Parents are regularly invited into school to view their child's learning journey at work sharing and make contributions using a WOW sticker. Parental feedback on learning journeys is also requested.

Relationship with Parents and Carers

We recognise that learning begins at home and therefore we value the contributions of parents. Parents are encouraged to celebrate their children's successes in the form of 'Wow' stickers that are shared in school and added to the Learning Journeys. Parents are invited in for various sessions, such as 'Let's do lunch day', stay and play, parent sharing at the end of a topic, helping on educational visits etc. We also hold two parents' evenings throughout the year to discuss their child's progress. We hold regular information sessions such as supporting your child with phonics, reading and maths, which aim to help parents/carers to understand how we teach these particular skills at Northgate, hoping these will be continued at home. They have the opportunity to take the Learning Journeys away to look at with their children at home and to make comments on their views of their child's learning and development. The parents are also given next step targets to work on at home. All practitioners welcome the children at the beginning and are available at the end of every day to talk and to discuss more urgent matters. A range of other forms of communication are used to share information with parents including the whole school newsletter, class newsletter and e-schools.

Transitions

As we believe in the importance of a smooth transition into the Foundation Stage, a 'New Intake' meeting is held at the end of the summer term for all of the EYFS. This is an opportunity for parents to understand more about how the Foundation Stage runs and the rich learning experiences their children will be involved in. They get to meet all the staff members and ask any questions they may have.

Induction to the Nursery Class

For children starting Nursery, it is very often their first experience of any type of setting or school. Therefore, we like to ensure that parents and children feel as comfortable and happy as possible. We invite the parents and their children along to many 'Stay and Play' sessions leading up to their start date to become familiar with their new setting, environment and teachers. This also gives the parents another opportunity to meet the team.

Transition to Reception

The transition process from Nursery to Reception is also extremely important. Children who attend the school nursery are reasonably familiar with the Reception environment as they engage through 'free flow' across the year. However, some children are new to our Reception and this can sometimes mean they need

a little more time to settle in. The jump from part-time schooling to full time can be very daunting, so to ensure that any transition is as smooth and comfortable as possible, Reception children and parents also carry out stay and play sessions in the summer term. These sessions are an invaluable opportunity for the children and parents to meet the adults in the setting and become familiar with the environment. There are transition meetings planned during the summer term between nurseries and the new class teacher in Reception, allowing the nursery teachers to provide further information about each child's development and pass on any other important information about each child (e.g. medical, SEN, EAL, etc.).

Reception to Year 1

The final transition is that between Reception and Year 1. During this transition the children are invited to attend transition sessions in which the children get to spend some time in their new classroom and get to know their new teacher. We also have an opportunity for Reception teachers and Year 1 teachers to meet and inform the child's new teacher about each child's level of development, ELG achievement and any other information about each child (e.g. medical, SEN, EAL, etc.).

Safeguarding

'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. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.'

Statutory Framework - EYFS

Our school has a rigorous safeguarding policy and procedures that are used to identify anyone at risk of harm or radicalisation, these set out a clear procedure for reporting any concerns from minor to major. All staff are regularly trained in BASIC Safeguarding. The school has rigorous checks when employing members of staff, ensuring that they have the relevant qualifications and are DBS checked.

We have an e-safety policy. which stipulates and advises how to keep children safe when online, which is available on our schools website.

In Foundation we ensure:

- A daily risk assessment is carried out in each classroom to ensure that children are kept safe.
- We provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- We manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- That the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- We maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.
- There is always a member of staff on the Foundation Team onsite that holds current and up to date Paediatric First Aid training. We always ensure that a member of staff who is First Aid trained attends all school trips.

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 School Behaviour Policy)

Health and Safety

Within the school we follow a set of guidelines regarding different aspects of Health and Safety.

- **Healthy school meals** – our children when they enter Reception are entitled to a free school meal and are provided with this. The school meals are carefully catered and follow a healthy food model.
- **Healthy snack** – Fruit and milk are provided and are available throughout Nursery and Reception for children to eat. We also encourage children to try new or more exotic types of food/fruit.
- **Accidents and First aid** – There is a trained Paediatric First aider on site at all times. All first aid cupboards are clearly labelled and regularly updated. All accidents are recorded and parents are informed of any accidents. If a more serious accident occurs (e.g. significant bump, scrape or graze) parents will have a phone call home to inform them of anything that has happened before the end of the session. We have in place first aid provision in both our outside and inside areas to lessen disruption.
- **Nappies** – We encourage all parents to ensure their children are potty trained before they start nursery, but in the event that this is not possible, we will put into place a care plan which will ensure that the child is well looked after and regularly changed. Any toileting accidents are recorded and any adult intervention is logged.
- **Fire alarms** – A fire alarm practice is organised at least half termly and all of these are timed and recorded. We have set fire doors throughout the setting and the caretaker carries out regular safety checks.
- **Risk assessments are provided for individual activities when required e.g. using glue guns, cooking etc**.
- **Child Protection and Safeguarding** – We have a very clearly set out safeguarding policy, which is available on our website our Safeguarding officers are Mrs Jane Tanner (Head teacher) and Miss Katie Greaves (Acting Deputy Head Teacher).