

## **Fishburn Primary School**



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

**Adopted by the Curriculum Committee on 14 March 2017, Reviewed June 2019**

**Subject to Bi-ennial review**

## Early Years Foundation Stage (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.'

Statutory Framework for the Early Years Foundation Stage  
DFE 2014

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Fishburn Primary School, children join Nursery in the year they turn three and the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "learn and develop well and are kept healthy and safe." We aim to support children in their learning through "teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'

(Statutory Framework for the EYFS 2014)

Fishburn Primary School Early Years Foundation Stage is led by Mrs Melanie Blackburn and is overseen by a school governor who has been allocated special responsibility for EYFS.

The EYFS is based upon four principles:

- A unique child – 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 to encourage children to develop a positive attitude to learning.
- Positive relationships – We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- Enabling environments – We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's needs before planning challenging and achievable activities and experiences to extend learning. Effective planning of opportunities and experiences respond to the individual needs of the child and are informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in individual files.

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

- Learning and developing – The EYFS is organised to allow children to explore and learn securely and safely. There are areas which reflect each area of the early years curriculum.

Early childhood is the foundation on which children build the rest of their lives. At Fishburn Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life not simply preparation for the next stage of education.

All children begin nursery and school with a wide variety of experiences and learning and it is the privilege of the adults working in the EYFS to accept the task of building upon those prior learning experiences. This is done through a holistic approach to learning ensuring that parents and carers and school staff work together to support the learning and development of the children in their care.

### **Inclusion/Special Educational Needs and Disabilities (SEND)**

All children and their families are valued at Fishburn Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents and carers at an early stage and the schools SEND Co-ordinator is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEND.

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 to learn effectively;
- providing 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 for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion.

### **Welfare**

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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the

physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

Statutory Framework for the EYFS 2014

DFE

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

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### **Parents and Carers as Partners**

We recognise that parents/carers are children’s first and most enduring educators and we value the contribution they make. We recognise the role that parents/carers have played, and their future role, in educating the children. We do this through:

- talking to parents/carers about their child before their child starts in our school;
- children from Fishburn have a one hour home visit and a one hour visit to the setting with their parent/carer
- the children have the opportunity to spend time with their teacher before starting school during transfer sessions;
- supporting children through the transition.
- inviting all parents to an induction meeting in July before their child starts school in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- encouraging parents to talk to the child’s teacher if there are any concerns. There is a formal meeting for parents at which the teacher and the parent discuss the child’s progress in private with the teacher. 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: school visits, invitations to performances and parent sessions etc.
- providing parents an opportunity to celebrate their child’s learning and development through the sharing of the Learning Journey.

- acknowledging that parents can ring school to contact key workers and can make an appointment for a face to face meeting.
- ensuring all parents know who their child's teacher and key worker are.
- by providing a quiet and confidential area where parents are able to discuss any concerns.
- Providing up to date information about the school through newsletters, the website, social media and Class Dojo

### **Learning and Development**

Nursery has 2 separate sessions each day, a teacher and support staff providing the EYFS curriculum for up to 26 children per session.

A Teachers and teaching assistant provide the curriculum in the reception classes of up to 30 children to enable the school to comply with key stage one class size legislation.

Both nursery and reception make up our Early Years Foundation Unit and all staff work with all children during the course fo the day.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

In the EYFS we set realistic and challenging expectations set to the level of our children, so that most achieve or exceed the Early learning Goals by the end of the foundation stage. We help them do this by planning to meet the needs of both boys and girls, of children with SEND, the more able, children from all social and cultural backgrounds, different ethnic groups and those children from diverse linguistic backgrounds.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCO in order to access Special Educational Needs support.

At Fishburn Primary School:

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.'

Statutory Framework for EYFS 2014 DFE

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Fishburn Primary School we support children in using the three characteristics of effective teaching and learning. These are

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Statutory Framework for EYFS 2014 DFE

The Foundation Stage Profile is the nationally employed assessment tool that enables staff to record their observations. We record each child's development as emerging, expected or exceeding. The collection of this data is a statutory requirement and this information is used to plan effectively.

Children learn through play and we enable them to explore and develop their learning through experiences that help them make sense of the world. Staff decide when child-initiated or adult-led play activities would provide the most effective learning opportunity.

### **Equal Opportunities**

All members of the school community are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

## **Health and Safety**

At Fishburn Primary School, there are clear procedures for assessing risk (see Health and Safety file and policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. The staff handbook, safeguarding and child protection policies, detail information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2014, at Fishburn Primary School we undertake; 'A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent/carer.'

At Fishburn Primary School a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2014)

Good health and safety practice is promoted in the following ways:

- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required
- The use of the kitchen area for providing healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. Support staff have undertaken paediatric first aid training.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing, staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

## **Intimate Care**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, using the toilet or changing after an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs. It is important for staff to work in partnership with parents/carers to enable the correct support to be given to a child.

Fishburn Primary School has a discreet Intimate Care Policy and an Intimate Care log is kept within the unit.

## **Transition Into Nursery**

Two staff carryout a one hour home visit and children attend the setting with their parent/carer for one hour. On entry they stay for one hour on day one, two hours on day two and the full three hours on day three.

Flexibility is key and this will be altered depending on the needs of the child.

#### Into Reception

Nursery and Reception make up the Early Years Foundation Stage which is open plan allowing free flow to the whole area. Transition to reception is not required.

#### From Reception Class to Key Stage 1

Transition into year one is arranged to meet the needs of the children and is decided by staff each year.