

# Early Years Foundation Stage Policy

## Ferryhill Station Primary School



**Approved by:** Mrs Joanne Sones

**Date:** September 2020

**Last reviewed on:** September 2020

**Next review due by:** September 2021

## **Intent**

At Ferryhill Station Primary Community School, we follow the requirements of the Statutory Framework for the Early Years Foundation Stage, 2017.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. 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, 2017)

Early childhood is the foundation on which children build the rest of their lives. At Ferryhill Station Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. We want our children to develop the academic ability, social skills and emotional resilience necessary to enjoy and access learning in the next phase of their education. That said, 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 and not simply preparation for the next stage of education.

We understand that language development is critically important because it forms the foundations for interactions with others. We want our children to be clear competent communicators, hence we place a considerable focus on language development, designing a curriculum and environment in which children can enjoy experimenting with and learning new vocabulary and language structures.

We aim to support all children in becoming confident, 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. Our curriculum will be taught through a balance of adult-led, independent and self-initiated activities and children will have opportunities to engage in play-based learning, supporting their varied learning styles and promoting the Characteristics of Effective Learning.

## **Aims**

At Ferryhill Station Primary School, we aim to:

- Provide an environment where all children feel safe and happy.
- Promote children's well-being and sense of security.
- Develop a stimulating and engaging environment where learning is enjoyable and purposeful.
- Help children develop an interest in, and, understanding about the world in which they live.
- Be good models for speaking and listening and consider the opportunities children will have to develop their language and communication skills in group times, and during play-based learning in the environment.
- Observe and assess what children can do as the starting point for learning and consider children's interests when planning activities.
- Encourage all children to become independent learners.
- Provide equal opportunities for all children to develop to their full potential.
- Secure a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional/ special needs.
- Encourage the children to develop positive relationships with their peers and adults in the setting.
- Establish and maintain a partnership with parents to support the education of children and promote their well-being.
- Ensure smooth transitions from home to Nursery, Nursery to Reception and from the Early Years Foundation Stage into Key Stage 1.

## Structure of the EYFS

The Foundation Stage refers to children in the Nursery and Reception year at our school.

Children may be admitted to **Nursery** upon their third birthday, with new children invited to attend taster sessions prior to starting. These are tailored to the child's needs and discussed with parents/ carers before admission. At Ferryhill Station Primary, Nursery children are eligible to receive the government universal offer of 15 hours of Free Entitlement per week.

The Nursery session runs each morning from 8.20am- 11.20am

**Reception** children, aged 4 and 5 years old, attend full day sessions from 8.45 until 3.15.

## Implementation

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points; content that matches the needs of young children; and, activities that provide opportunities for learning both indoors and outdoor.
- It provides a rich and stimulating learning environment.
- It reflects the high expectations staff have for children's attainment, progress and behaviour.
- It acknowledges the importance of a full working partnership with parents and carers.

## Principles of the EYFS

We recognise that effective practice in the EYFS is built on 4 themes:

- ***A unique child-*** every child is unique and is constantly learning and can be capable, confident and self-assured.
- ***Positive Relationships-*** through these children can learn to be strong and independent.
- ***Enabling Environments-*** children learn and develop well when they are provided with learning experiences that respond to their individual needs and there is a strong partnership between practitioners and/ or carers.
- ***Learning and Development-*** children develop and learn in different ways and at different rates.

### ***Unique Child***

We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We use praise and encouragement, as well as celebration and rewards to encourage children to develop a positive attitude to learning. We observe how each child learns and use a variety of teaching styles to cater for children's needs.

### ***Positive Relationships***

**'Children learn to be strong and independent through positive relationships'.**

At Ferryhill Station Primary School, all staff working in EYFS aim to develop good relationships with children, interacting positively with them and taking time to listen to what they say.

## The Role of the Key Person:

- The key person will help the child to become familiar with the provision and to feel safe and confident within in it.

In our setting, we operate a 'buddy' system. The EYFS teacher is the children's key person and other adults working in the setting act as 'buddies,' supporting the teacher in the role of key person.

### **Parents as partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We aim to develop positive, supportive and trusting relationships between child, family and school. We endeavour to operate an 'open doors' policy, in which parents can come in to discuss concerns and developments in an informal manner.

We do this through:

- Holding a parents/ carers Induction Meeting before children start their transition into school.
- Gathering information regarding children's needs and interests (All About Me) prior to children beginning Foundation Stage.
- Curriculum letters are sent home to inform parents about what children will be learning in school. In these, ideas for supporting children's learning at home are included.
- Sharing and celebrating progress and attainment at school through sharing Learning Journals and books. Parents are encouraged to reflect and comment on their child's progress both in school and beyond school.
- Offering a reading meeting for parents, in which we outline the importance and value of reading, how this vital skill is taught in school and how parents can support at home.
- Providing parents with regular opportunities to talk about their child's progress during parents meetings. Interim reports celebrating children's progress will be given to parents. Parents receive a full report on their child's attainment and progress at the end of each school year.
- 'Wow vouchers' can be used by parents/ carers to record special moments and achievements at home.
- Arranging activities throughout the year that encourage collaboration between child, school and parents: Open afternoons, Class assemblies, Sports Day, etc.
- Parents/ carers will be actively encouraged to support their children by ensuring they attend each day and by helping with their child's learning, such as through sharing reading books.
- School newsletters will be provided for parents and information about the EYFS conveyed on the school website.

### **Information**

The following information will be collected from parents in advance of their child being admitted to Nursery or Reception:

- Emergency contact numbers.
- Special dietary requirements, preferences or food allergies.
- Special health requirements and any prescribed medications administered.
- Details about who has legal contact with the child, and, who has parental responsibility for the child.
  
- Parents wishing to see their child's personal records need to make a written request.
  
- Staff will be aware of the need to maintain privacy and confidentiality when divulging information with parents and other providers.

### **Equal Opportunities and Inclusion**

- We value diversity within our school and all children are treated fairly regardless of race, religion, culture or ability. All children and their families are welcomed and valued.

### **SEND**

- Through observational evidence and teacher assessments, practitioners will work towards early identification of children with possible Special Educational Need and/or a disability.
- Staff will work closely with the SENCO to consider whether a child may have a special educational need or disability that requires specialist support. We will link with, and help families to access relevant services from other agencies as appropriate.
- Student Support Plans will be written by teachers and reviewed regularly. SSPs will be updated on at least a termly basis and shared with parents/ carers.
- There will also be provision for more able children, through and provision of challenging learning experiences and resources. This will be outlined in planning.

### **Multi- agency working**

- We recognise that in order to help children be healthy, safe, enjoy achieving, make a positive contribution and achieve economic well- being (*Every Child Matters* outcomes) we need to work with different services, such as home visitors and outreach workers.
  
- We will listen to and liaise with other professionals to accommodate the wider needs of pupils, sharing relevant information about children and their families and helping plan next steps, if necessary.

### **Learning and Development**

Our curriculum for the Foundation Stage reflects the learning aims and objectives set out in the Early Years Foundation Stage Curriculum.

The EYFS learning and development requirements comprise:

- The seven areas of learning and development
- The Early Learning Goals- these summarize the knowledge, skills and understanding that all young children should have gained by the end of their Reception Year.
- The assessment requirements.

The seven areas of learning and development comprise 3 prime areas and 4 specific areas. These shape our educational programmes:

Area of Learning and Development	Aspect
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<b>Prime Areas</b>	
<b>Personal, Social and Emotional Development</b>	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
<b>Physical Development</b>	Moving and handling Health and self-care
<b>Communication and Language</b>	Listening and attention Understanding Speaking
<b>Specific Areas</b>	
<b>Literacy</b>	Reading Writing
<b>Mathematics</b>	Numbers Shape, space and measure
<b>Understanding the World</b>	People and Communities The World Technology
<b>Expressive Arts and Design</b>	Exploring and using media and materials Being imaginative

We understand that:

- All areas of learning and development are important and inter-connected.
- Experiences should enable children to develop knowledge and skills across these areas of learning.
- Children require a balance of adult-led and child-initiated activities in order to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year.
- The three **Prime Areas** reflect the key skills children need to develop in order to achieve success in the **Specific Areas**. The Prime Areas will be the focus as children first enter our setting, ie. the Nursery.
- The balance will shift towards a more equal focus on all areas of learning (Prime Areas and Specific Areas) as children develop their skills and understanding in the three Prime Areas.
- Throughout the Foundation Stage, if a child's progress gives cause for concern, we will discuss this with the child's parents/ carers and SEND Co-ordinator to agree how best to support the child.

### Early Learning Goals

- We recognise the level of progress children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals, as set out in the Statutory Framework for the Early Years Foundation Stage, 2017.

### The role of play

We believe that play is essential for children's development, building their confidence as they learn to explore, think about problems and relate to others.

We recognise that:

- Play opportunities need to be planned and purposeful.
- Children will have opportunities to lead their own play and take part in play that is guided by adults.
- Practitioners will respond to children's emerging needs and interests when interacting in their play activities.
- Practitioners play an important role in supporting children through extending their play and modelling appropriate language.

### Characteristics of Effective Learning

During planning and when guiding children's activities, we will reflect on the different ways that children learn.

The three characteristics of effective teaching and learning are:

### **Play and Exploring**

- Play will be an integral part of the Foundation Stage curriculum we offer. Children will be encouraged to explore, build and move in indoor and outdoor spaces. We will provide first-hand experiences appropriate to the development of the children.
- Teachers and support staff will take a role in facilitating children's play. This will be through: observing and interacting with children; extending and developing children's language and communication in their play; and, planning and resourcing a stimulating learning environment.
- We aim to provide stimulating, first-hand resources and experiences relevant to children's interests. Plentiful open-ended resources will be available, which children can use in a variety of ways.
- We recognise that children need to have uninterrupted and extended time to play and explore.

### **Active Learning**

- We will support children in choosing their activities and we aim to stimulate their interest through shared attention from adults.
- Practitioners will help children become aware of their own goals and encourage them to review their own progress and success.
- Staff will encourage children to keep trying and encourage them to take pride in their achievements.
- We will provide opportunities for children to learn together and from each other.

### **Creativity and Critical Thinking**

- We understand that creative thinking involves all areas of the curriculum and is not necessarily about the end-product. Children may need to repeat activities a number of times to develop understanding. Practitioners will talk to children about what they are doing, how they plan to do it, what worked well and what they would change next time.
- Practitioners will build in opportunities for children to play with materials and resources before using them in planned tasks.
- We aim to focus on 'how' not just what we are learning and encourage children to develop strategies for doing things.
- We will respect children's efforts and ideas.

### **Enabling Environments**

At Ferryhill Station 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.

### **Assessment**

- Staff understand that assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.
- Ongoing assessment begins as soon as children enter Foundation Stage and involves practitioners observing children to understand their level of development, interests and learning styles.
- Foundation Stage practitioners will make regular **observations** of children in their self-initiated play and in structured activities to inform assessments and help devise next

steps in learning. Children's Learning Journals may also contain information provided by parents and other settings.

- During the first two weeks of a child entering Nursery or Reception, practitioners assess the levels s/he is working at in each area of learning using observations and teacher assessment. This **baseline assessment** also takes into account any other records we receive from previous pre-school settings, parents and childminders.
- All Foundation Stage staff will be involved in making observations; linking these to the EYFS curriculum; and, outlining appropriate next steps in learning.
- Parents/ Carers will be kept up-to-date with their child's progress and development, through termly parent's consultations; regular progress reports; and, through opportunities to view their child's learning journal.
- Parents will receive an annual written report that offers comments on their child's progress in each area of learning and in the key characteristics of learning. It will highlight his/ her strengths and developmental needs, and give details of the child's general progress. We complete these in the Summer Term and send them to parents before the end of the school year.

#### **Assessment at the end of the EYFS**

- The **EYFS Profile** will be completed for each child in the final term in the year in which the child reaches five (and no later than 30<sup>th</sup> June in that term). The Profile provides parents and carers, practitioners and teachers with a picture of a child's knowledge, understanding and abilities and their attainment against expected levels.
- Each child's level of development will be assessed against the Early Learning Goals. Practitioners will indicate whether children are meeting, exceeding, or, not yet reaching expected levels of development.
- When making judgements about children's profiles, practitioners will consider observational evidence and assessments.
- The EYFS Profile will be completed for all children, including those with special educational needs and/ or disabilities. Reasonable adjustments to the assessment process for children with SEND or disabilities will be made, as appropriate.
- Year One teachers will be given a copy of the Profile report, together with a commentary on each child's skills and abilities in relation to the three key characteristics of learning.
- We will share the results of the Profile with parents/ carers and give them the opportunity to discuss this with the teacher who completed it.
- We will report EYFS Profile results to the local authority as requested.
- Consistency of Profile assessments will be ensured through internal, cluster schools and Local Authority moderation meetings.
- Practitioners will take part in moderation activities specified by the Local Authority with such information relating to the EYFS Profile and assessment as they may request.

#### **Planning and resourcing**

- Teacher's planning will reflect the Principles of the EYFS and will cover the three prime and four specific areas of learning.
- Children's interests and previous learning (ascertained through observation and teacher assessment) will be considered as starting points for planning.
- Practitioners will plan and provide experiences which are appropriate to each child's stage of development.
- Planning will cater for children's individual learning requirements. There will be a focus on helping counter under-achievement and providing appropriate challenges for more able children.
- Plans will be outlined for adult-led and play activities in the classroom, Garden and wider environment to maximise opportunities for children's' learning.

### **The Learning Environment**

- We will endeavour to create a warm and stimulating environment for all children.
- Our indoor and outdoor environments will provide a safe, secure and challenging space for children.
- We understand that being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.
- In the Foundation Stage Garden, we will offer children opportunities for doing things in different ways and on a different scale than when working indoors.
- We will ensure children have opportunities to be outside on a daily basis all year round, except in extreme weather conditions.
- We will help children understand how to behave outdoors and inside by talking about personal safety, risks and the safety of others.
- We will encourage children to be independent in our setting, taking care of their own needs as much as possible.
- We will encourage children to contribute to keeping the environment safe, organised and tidy.
- We will provide open-ended resources that are well-maintained and accessible for all children.
- We aim to link the indoor and outdoor environments so children can move freely between them (free-flow), whenever possible.
- Children will be encouraged to select their own activities and resources to support their learning.
- We will promote the importance and value of play to parents at initial induction meetings and throughout the year.

### **Safeguarding and Welfare requirements**

See the school's Safeguarding Policy for Safeguarding requirements within the EYFS.

**'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'.**

- We will take all necessary steps to keep children safe and well.
- The stipulations in our school's Safeguarding Policy apply to Foundation Stage and staff need to be trained in order that they have up-to-date knowledge of safeguarding issues.
- We understand that we need to be alert to any issues for concern in the child's life at home or elsewhere.
- We will ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
  - Practitioners will be aware of signs of possible abuse and neglect, including:
    - Significant changes in children's behaviour.
    - Deterioration in children's general well-being.
    - Unexplained bruising, marks or signs of possible abuse or neglect.
    - Children's comments which give cause for concern.
    - Any reasons to suspect neglect or abuse outside the setting.
    - Inappropriate behaviour or levels of attention displayed by members of staff, or other person working with children.
- Regarding concerns, staff will notify the school's Child Protection Officer, or, in this person's absence, agencies with statutory responsibilities: children's social care services or, in emergencies, the police.
- Practitioners will only release children into the care of individuals named by the parent and those who are over 14 years of age.
- Parents will be accountable for the supervision of their children before sessions begin and upon their collection. They will also be responsible for the safe entry/ exit of their children through the appropriate point of entry/ exit in Foundation Stage.
- Practitioners will ensure children do not leave the premises unsupervised.
- School systems for the verification of visitors, a record of their names, the purpose of the visit, and details of arrival and departure times will apply to Foundation Stage.

#### **Use of mobile phones and cameras**

- Staff will switch off their mobile phones during working hours and should never use their phone when they are in the vicinity of children. Mobile phones will not be used to take photos, instead school cameras/ ipads should be used.
- Staff regularly take photographs of the children while engaged in play and activities. They are mainly used to record the children's activities and achievements and are put in their individual EYFS Learning Journals which their parents/ carers have access to. On occasion photographs are used for wall displays, during presentations, in brochures and on the website. Sometimes children appear in the background or in group photographs. Parental consent is sought for all these different types of photographs when their child starts with us. Parents can withdraw consent at any time and are made aware of this at this when their child begins school.

- Staff will not take photographs if a child looks uncomfortable or says no.

#### **Premises, environment and equipment**

- Risk assessments will identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

#### **Staff: child ratios**

- Children will be supervised at all times, with staffing arrangements organised to meet the needs of all children and in consideration of the minimum ratio of adults to children as defined by the EYFS Statutory Framework 2017 (p.23).

#### **Illnesses and injuries**

- There will be at least one person who has a current paediatric first aid certificate on the premises at all times when children are present.
- A first aid box will be present in the main school corridor with appropriate content. This will be checked and re-stocked regularly.
- Records of accidents and first aid treatment will be kept, in line with school practice. Parents will be informed of accidents or injuries sustained by the child and any first aid treatment given.
- Parents, upon their child's admission to the EYFS, will be informed of the procedure for children who are ill or infectious.

#### **Medicines**

##### **In EYFS, we follow the schools 'Administering Medicines Policy'**

- EYFS staff will adhere to school practice in administering medicines.
- Medicines should not be administered unless they have been prescribed for the child by the doctor, dentist, nurse or pharmacist.
- Written permission for each medicine will be obtained from parents before medication is given.
- Named school staff will have the responsibility for administering medication and keeping records of this.

#### **Outings**

- Staff will carry out a full risk assessment prior to the outing. This will include an assessment of required adult: child ratios.
- There will be at least one person who has a current paediatric first aid certificate.
- Written parental permission will be obtained for children to take part in outings. Parents will be informed about the purpose of the visit and of any special requirements to be covered on their part, such as the need to send in a packed lunch.
- Staff will take essential records and equipment on outings, including contact telephone numbers of parents, first aid kits, children's medication (eg. asthma pumps), a mobile phone.

## **Good Health**

- We offer a choice of fruit snacks and milk on a daily basis. Children have access to water at all times. Parents are asked about allergies or special dietary requirements upon their child's entry to school and these are recorded in admissions records, with staff working with the child made aware.

## **Behaviour Management**

### **We follow the guidance set out in the School's Behaviour Policy**

- We aim to manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- We use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning and towards each other.
- All members of staff will adhere to the school's Behaviour Management Policy.
- Staff should seek advice from Foundation Stage Leader, SENDCO or Head Teacher if normal methods for behaviour management are not working effectively for a particular child.
- Incidents of behaviour which is of particular concern, such as physical incidents, will be recorded in a behaviour log book.

## **Transition**

### **Key to effective transition is ensuring continuity between settings and between phases of education within our setting and addressing children's social, emotional and educational needs appropriately.**

- We believe transition will be seen as a process not an event and should be planned for and discussed with children and parents. We will ensure children and parents are kept informed in advance about what will happen at transition times, such as when children join our school.
- We recognise that children may move between several different settings in the course of their day or week and some (and their parents) may find this stressful whilst others may enjoy the experience.
- We will strive for effective communication between our own and other settings to help ensure children's needs are met.
- Concerning transitions in school, we will endeavour to support children in making the transition to the next phase of education with confidence and continued enthusiasm.
- Within school, staff will work closely to consider transition, continuity and progression across the Foundation Stage and into Key Stage 1.
- Staff will communicate information which will serve to secure continuity of experience for children.
- Year 1 teachers will be given a copy of the Profile report together with a commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These will form a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.

- Reception children will have opportunities to visit their new Y1 classroom and meet their new teacher in the summer term before beginning Key Stage 1. Extra visits may be planned for children in accordance with need.

### **Impact**

Through our provision we aim to ensure our children make the best progress they can in their learning and development.

We also want to ensure that learning is effective, ie. there are no false ceilings placed on children which hold them back in their development through the Characteristics of Effective Learning. Impact will be shown by:

- Progress (from children's starting points) and attainment data, including proportion reaching Good Level of Development at end of the Reception Year, as assessed in each child's EYFS Profile.
- Learning journals and Learning stories, detailing how adult input/ support has moved children on in their learning and development.
- Audits of area provision (using Characteristics of Effective Learning to identify that learning is maximised in all areas).
- Children demonstrate confidence, resilience and independence as they work and play.

### **Monitoring and Review**

It is the responsibility of those working with Nursery and Reception pupils to follow the principles stated in this policy. The Senior Leadership Team and the EYFS Leader will monitor EYFS provision as part of the whole school monitoring schedule. We will consider:

- The quality of the curriculum, focussing on how well this is planned, implemented and meets the need of all the children.
- The progress children make from individual starting points
- The extent to which children are ready for the next stage in their education
- The extent to which welfare and personal development requirements are met.

**Quotations in this document are taken from 'Statutory Framework for the Early Years Foundation Stage,' 2017.**

**Review Date: June 2021 or earlier if circumstances require.**

### List of statutory policies and procedures for the EYFS

Statutory Policy	Where can it be found?
Safeguarding Policy and Procedures	See Safeguarding Policy
Procedure for Responding to Illness	See Health and Safety Policy
Administering Medicines Policy	See Supporting Pupils with Medical Conditions Policy
Emergency Evacuation Procedure	See Evacuation Policy
Procedure for Checking the Identity of Visitors	See Safeguarding policy
Procedure for a Parent Failing to Collect Child or for a Missing Child	See Safeguarding Policy
Procedure for Dealing with Concerns and Complaints	Complaints Policy