

Hanley St. Luke's CE Primary (A) School

Early Years Foundation Stage Policy

Audience

This policy document, having been presented to and agreed upon by the whole staff and the governing body, is distributed to all individual members of the teaching and non teaching staff and school governors. Further copies of the policy are available from the school office.

Our vision statement at Hanley St. Lukes' is to:

"Provide a safe, secure, happy and loving environment, to enable each child to achieve their unique God given potential."

For the purpose of this policy, the term Early Years Foundation Stage (EYFS) is used to describe children who are in our Nursery and Reception classes.

The "Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five" (September 2014) States that:

"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. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes 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."

We adhere to the Statutory Framework of the EYFS and the four guiding principles which shape our practice at Hanley St Luke's in our Early years Foundation stage –

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured

2. Children learn to be strong and independent through positive relationships

3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

4. Children develop and learn in different ways and at different rates

Introduction

At Hanley St. Luke's we believe that it is important to provide an Early Years Foundation Stage (EYFS) education that aims to meet the individual needs of every child in our care. In our school, 'Every Child Matters' and is our over-riding aim that all children are made to feel safe and secure and valued as individuals. Independence is fostered as are positive attitudes to learning. We aim to 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. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates. We aim to provide the highest quality care and education for all our children giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. Each child is encouraged to reach their God given potential regardless of their ethnic and socio-economic background, race, gender, creed or ability.

Our Aims

- To create a safe, happy and stimulating environment where the children can develop as individuals through interaction with adults and peers.
- To provide a broad and balanced curriculum based on the children's needs and experiences.
- To build positive relationships with all of those involved in the child's development.
- To promote the development of confidence, independence, high self esteem and enthusiasm for learning.
- To offer equal opportunities and support individual needs.
- To respect and value the child's social and cultural background and encourage them to respect and value that of others.
- To use monitoring and assessment to inform future planning.

- To develop the whole child, socially, emotionally, physically, intellectually and aesthetically.
- To promote self esteem and a strong self image by valuing the children's experiences and opinions.

Welfare Requirements

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them. The EYFS welfare requirements are designed to support providers in creating settings which are welcoming, safe and stimulating and where children are able to enjoy learning through play, to grow in confidence and to fulfil their potential. The general EYFS welfare requirements are as follows:

1. **Safeguarding and promoting children's welfare**-we will do this by:
 - Promoting the good health of the children.
 - Taking the necessary steps to prevent the spread of infection.
 - Taking the appropriate action when they are ill.
 - Ensuring that the children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs.
2. **Suitable People**- we will do this by:
 - Ensure that adults looking after children or having unsupervised access to them are suitable to do so.
 - Adults looking after children must have appropriate qualifications, training, skills and knowledge.
 - Staffing arrangements must be organised to ensure safety and to meet the needs of the children.
 - Ensure that all adults have up to date CRB checks
3. **Suitable premises, environment and equipment**-we will do this by:
 - Ensuring that outdoor and indoor spaces, furniture, equipment and toys must be safe and suitable for their purpose.
 - Ensure that risk assessments are carried out and are up to date.
4. **Organisation**-we will do this by:
 - Organising and planning systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.
5. **Documentation** –we will do this by:

- Maintaining records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.

Principles into practice-

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the basis for learning.
- Have a key person approach in the Nursery classes to develop close relationships with individual children when they enter our nursery setting.
- Promote equality of opportunity and anti-discriminatory practice. We provide early interventions for those children who require additional support.
- Work in partnership with parents and other professional services.
- Plan challenging learning experiences, based on the individual child, informed by observations and ongoing assessments.
- Provide a range of opportunities for children to engage in activities that are adult-initiated, child-initiated and supported by the adult and plan using broad topics that develop around children's interests.
- Provide a secure and safe learning environment indoors and out that are areas of awe and wonder.

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observations of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All of the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we plan using the EYFS and the development matters tool, based on a series of topics each of which offers experiences in all seven areas. These plans are reviewed by the Foundation stage Leader. These plans then inform our short-term weekly planning, alongside our children's ideas and interests, our observations, which remains flexible for unplanned circumstances or children's responses.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Hanley St. Luke's and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS, with times for a daily phonics session using 'Read Write Inc.' Starting by the Summer term in the nursery with the introduction of "Super Sounds". Children are monitored ready for longer teaching sessions incorporating reading, writing and taught further new sounds in Reception classes. Children apply their phonics through Literacy lessons in class.

All children within the EYFS have taught aspects of Mathematics and Literacy, including a range of reading and mark making to writing activities.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment and encourage children to have daily access to the indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. Staff record observations of children's achievements in a range of ways including on post-its and with the majority of observations now very recently being collated in their individual online learning journey by taking photographs and putting onto "Tapestry". Staff can track progress using Tapestry and identify next steps for children. Staff also record progress termly using the development matters tool and DC pro currently. In the Reception classes children have one focused piece of work that is recorded in books for Maths, one for Writing and one for RE each week.

Each term, parents are invited to attend a parents evening. In the Autumn term, children's targets /next steps are shared with parents. In the Spring term a progress update and targets are shared with parents. Reports are written for the end of the year informing parents of their child's progress and attainment against each of the Early Learning Goals (ELG) and the Characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1. These reports are also passed onto and discussed with the Year 1 staff members to aid transition into year 1 after the Summer holidays. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Each week children take home a selection of sounds, red and green words and a reading book to practise. Children will have lists of words relating to the new learnt sounds and have to find 2 more spelling words with the same sound too. The level and amount differentiated appropriately for children and to their needs.

Assessments

During the first term in Reception, the teacher assesses the ability of each child. This forms the baseline assessment. These assessments allow us to identify patterns of

attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Tracking grids are updated at the end of each term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be just working towards, comfortably working within or securely working within the Development Matters age-bands.

At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

Safety

The Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and follow set procedures when children become ill or have an accident. All children are provided with a choice of fruit and milk each day. They have access to water at all times.

Mobile phones

Please see the separate EYFS Mobile phone and Camera Policy.

Inclusion

We value all our children as individuals at Hanley St. Luke's, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that many of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies such as Speech and language therapists.

Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways – we often have parent helpers in to listen to children read, to join us when the library services share stories or to help us on educational visits. We have an open door policy and parents can talk to us in the morning at the start of the school day and at the end of the school day. If staff are unavailable for various reasons then staff will do their best to arrange a mutually convenient time to meet with you.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting including the library van services.

Transitions

Transitions are carefully planned for during the Summer term and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Transition sessions for Nursery, Reception and Year 1 children happen during the Summer term. Children go to their new classes and staff for 3 afternoons over 3 weeks. This develops relationships and familiarity between staff and children and the new environment. A "bump up" morning is also planned throughout the

whole school and a morning is spent by the children and staff together in the new classrooms doing "getting to know each other" type activities.

Parents are warmly invited to attend introductory meetings/sessions to the School in the Early Summer term, when children are starting in our EYFS the following September. They receive a small booklet containing photos and information all about School and this is shared by the Head Teacher and Assistant head/EYFS Leader and The Senior Practitioner. These sessions run separately but similarly for the nursery starters and for the Reception starters. Our educational welfare officer is present at the Reception meeting as well as our current Speech and Language therapist as part of our School Readiness project in Stoke-On Trent. Parents are free to ask any questions and are shown through the School and to the Entrance and exit of our EYFS units/classes. Feedback is collected from parents through surveys and questionnaires throughout the year. Parents are encouraged to look at and contribute to children's e-journals held on Tapestry.

The EYFS curriculum at Hanley St. Luke's CE Primary School provides a high quality teaching programme which promotes children's learning. During a child's time in the reception class he or she will work towards achieving and where appropriate, exceeding the *early learning goals*, which is a statutory requirement for all 3, 4 and 5 year olds who attend school. The early learning goals set high expectations for the end of the Foundation Stage, but expectations are achievable for most children. This will help to give children secure foundations on which future learning can be built. The EYFS curriculum takes into account the wide range of experiences and individual development of young children. There are six areas of learning and development which are all considered equally as important they are as follows:

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world
- Creative development
- Physical development
- Problem Solving, reasoning and number

Planning

"Well planned, purposeful activities and appropriate intervention by practitioners will engage children in the learning process"

Planning for young children should reflect all areas of learning both indoors and outdoors. The planning formats we use have been designed to reflect this. All members of the team contribute to weekly planning and all planning is handed into the EYFS manager on a weekly basis. Planning timetables are displayed either in the classrooms or the Nursery staffroom to enable access by all members of staff.

Role of Parents and Carers

At Hanley St. Luke's CE Primary School we acknowledge the importance of partnership between school and home. Parents and carers have a crucial role in the education and development of their children and parents are encouraged to take an active part in their child's education. The following opportunities are planned to develop effective relationships between parents, carers and school:

- Home school visits in the Nursery (and for new children in Reception) made by the teacher and our Home school link worker to discuss their child's achievements and any concerns before their child starts in school.*
- An effective programme to ease transition is planned so that each individual child is supported prior to attending full time.*
- Open afternoons in the Nursery to talk to parents/carers about their child's progress whilst attending Nursery.*
- Parent evenings that take place each term for parents and carers of children in Reception.*
- The Foundation Stage Profile is used to record the teachers on going observations and assessments over the six areas of learning. Profiles will be used to inform parents/carers about a child's progress and learning needs and any information received from the parents/carers will be recorded.*
- Tapestry – An online learning journal.*
- Parents are encouraged to talk to teachers about problems, anxieties or high levels of interest.*

- Parents are encouraged to come in and share expertise e.g. a new baby, an occupation.
- Reading diaries in Reception for two-way communication.
- Monthly School newsletters and regular texts.

Assessment in the Foundation Stage

"Practitioners must be able to observe and respond appropriately to children"

Practitioners must:

- *make observations and assessments of each child's achievements, interests and learning styles*
- *use observations and assessments to identify learning priorities and plan relevant learning experiences*
- *match their observations to the expectations of the early learning goals*

Throughout the Foundation Stage as part of the teaching and learning process we will carry out ongoing assessments of each child's development against the assessment profile. These assessments are made by accumulating observations and knowledge of the whole child comments, observations and photographs

We will use a range of assessment strategies to ensure that the next steps in children's learning are appropriately planned in order to help children make progress. Assessments against the profile are finalised during the summer term, summarising each child's development.

Leadership and Management

The Foundation Stage manager is responsible to the Head teacher for the leadership and management of the Foundation Stage. Management roles and responsibilities will be reviewed annually and in line with performance management.

The Foundation Stage Manager should:

- *Have energy and enthusiasm and a shared ethos and vision.*

- Support collaborative working and lead a collaborative working culture.
- Have high aspirations for quality through ongoing improvement.
- Develop a clear and achievable plan for improvement.
- Ensure all staff receive appropriate training
- Manage EYFS budget

Role of the Teacher

The role of the teacher is crucial in:

- Observing and reflecting on children's spontaneous play
- Building on this by planning and resourcing a challenging environment which supports and extends specific areas of children's learning, extends and develops a child's language and communication in their play.
- Modelling good practice to all adults in all situations and in all areas of learning indoors and outdoors.
- To use significant comments, tracking and observations to assess the children against the profile.
- To be available for parents/carers and outside agencies.
- To lead and manage other FS practitioners in their setting.
- To be accountable to the FS manager
- To analyse data and understand priorities for the school.

Role of EYFS practitioners:

- Engage in regular planning and review meetings.
- Collect evidence daily against the assessment profile.
- Work collaboratively within the setting to share knowledge.
- To share best practice with other practitioners.

- Ensure children are safe at all times
- Work closely with parents and carers.
- Support children in the transition process

Admissions

Children who are successful and gain a place in Nursery are visited in the home by the Nursery Teacher and Home School Link worker. Children who have a place in Nursery do not necessarily have a place in Reception and have to apply. Prior to the child entering the reception class the parents and child are invited to a meeting at the school. This meeting gives the child an opportunity to meet his or her teacher and see the classroom that is soon to become theirs. At the meeting the structure of the school day is explained and parents are given any information they may need. The children receive a small booklet, which talks about their new school and advises parents of some tasks to do with their children over the holidays.

Equal Opportunities , Special Needs and Inclusion

"No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability"

At Hanley St. Luke's we believe that the equality of opportunity is important for all pupils irrespective of gender, ethnicity, social circumstances, religion or belief and intellectual capacity. Within the Foundation Stage we strive to reflect and respect this diversity in our choice of resources and in the model we set for children. We strive to plan an environment for all children that is free from stereotypical images and discriminatory practices. In this way and through appropriate differentiation we try to meet the needs of all pupils. We believe that ALL children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. 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 with varying social and cultural backgrounds, children from ethnic groups and those from diverse linguistic backgrounds. We meet the needs of our children through various intervention strategies and by monitoring children's progress and taking action to provide support as necessary.

This involves speech therapy for some children and close liaison with outside agencies. Individual education plans are written and updated throughout the year with the SENCO.

We are currently a part of the Stoke-On-Trent School readiness package and have the frequent services of A Speech and Language therapist.

Monitoring and Review

It is the responsibility of those working in EYFS to follow the principles stated in this policy. The Headteacher and EYFS Leader will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process. This policy will be reviewed in January 2018 or as necessary. Policy Last Updated: May 2017