

Grange Primary School Early Years Foundation Stage (EYFS) Policy (2016).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Grange Primary School, children join our nursery in the year that they turn three. 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 kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

The EYFS is based upon four principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.
- Positive relationships - supporting the children in becoming strong and independent.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - An acknowledgement that children learn in different ways and at different rates

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, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Equal Opportunities:

All children and their families are valued at Grange 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.

All members of the school 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.

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/carers at an early stage and the schools Inclusion manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

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.

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.

At Grange 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 2012. 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.

Positive Relationships

At Grange Primary School we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

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

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time in school with their parents before they start school during induction sessions;
- support children through the transition from home to nursery and from nursery to reception. This is enabled through home visits and continues through the nursery and reception, as the classes are run as a unit. This is also to support staff and parents in getting to know each other as well as the children.
- inviting all parents to an induction meeting at the beginning of the term that their child is due to start nursery and in September for the reception children. Workshops and social days are held throughout the year to explain 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 twice a year 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;
- encouraging parents to talk to the learning mentor or a member of the leadership team, in the morning before school if they have any concerns.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: social days, celebration assemblies, school visits, workshops, concerts;
- inviting parents to celebrate their child's learning and development by contributing special moments which inform their school profile;
- ensuring all parents know which adult in the nursery (teacher, nursery nurse and teacher assistant) is their child's key worker.
- by providing a quiet and confidential area where parents are able to discuss any concerns.
- Communication through the 'Bear Diary'. The children take the bear home on a weekly basis with a camera so they can record what he does with them at home.

Enabling Environments

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.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's profiles.

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 Development

Teachers and teaching assistants provide the curriculum in the reception classes of up to a class size of 30 children.

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

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 Inclusion manager in order to access Special Educational Needs support.

At Grange:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part 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 on-going 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 2012)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Ryknild 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.

(Taken from statutory framework for the EYFS 2012)

Religious Education is also taught in the reception classes in accordance with the London Borough of Newhams' Agreed Syllabus for RE.

The promotion of pupils' spiritual, moral, social and cultural education is integral to the work of the whole school. Spiritual, Moral, Social and Cultural Development is promoted through all learning areas in the EYFS

and also through the ethos of the school, through the development of positive attitudes and values and planned opportunities for reflection.

Health and Safety

At Grange, there are clear procedures for assessing risk which includes procedures for keeping children safe in the EYFS unit, during outings and for any aspects of the environment or provision that may require a further risk assessment. Detailed information and procedures to ensure the safety of children are found in the staff handbook, staffroom, safeguarding and child protection policies.

In line with the EYFS statutory framework 2012, at Grange 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, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. 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 2012)
- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required.
- Each classroom has a snack area that can provide fruit and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). At least 3 members of the EYFS staff are paediatric first aid trained
- The inclusion manager is the named behaviour manager for the whole school with the EYFS co-ordinator as the lead behaviour manager for the Early Years
- A school health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A school 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. There is a telephone in the EYFS in order to meet the welfare requirements of a child that may need urgent medical attention.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). 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.

Transition

From home to nursery:

During the term prior to a child's entry into the nursery class, the following procedures have been put into place to ensure successful transition

- A home visit is carried out by the family support worker and the Childs' named key worker. Parents are given the opportunity to find out about school procedures and to discuss any concerns they may want to express.

- The children are invited to different activities in the half term before they start in the nursery including toddler group, pre school cooking sessions, toddler gym and visits to a local soft play area. They have to attend three activities to complete their 'Passport' to start nursery.
- On the first day of term parents and their children are invited to a meeting in the EYFS setting.
- Children requiring extra support will have additional visits to ensure appropriate support is in place for the child.

From Nursery to Reception:

- Parents are invited to a meeting led by the headteacher in the term before their child is due to start in the reception class. General organisational issues are discussed as well as answering any concerns.
- The class teacher meets all parents individually at the beginning of the Autumn term before the children start back at school.
- There is continuous dialogue between the nursery and reception staff as the two classes are run as a unit.
- The children have a phased entrance to school, starting with 2 mornings and then 2 mornings including lunch and then staying for the whole day.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

The policy will be reviewed in the Autumn term 2017.

November 2016