

CASSIOBURY INFANT & NURSERY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

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Statement of intent

At Cassiobury Infant and Nursery School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We will provide:

- Quality and consistency, through encouragement and high expectations, to enable children to develop to the full; socially, physically, intellectually and emotionally so that every child makes good progress and no child gets left behind
- A secure foundation through learning and development opportunities, which are planned around the Whole School Topic but taking into account the needs and interests of each child; these are assessed and reviewed regularly
- Partnership and collaboration between staff members and parents / carers
- Equality of opportunity, ensuring that every child is included and supported

Roles and Responsibilities

- The Governing Body has the overall responsibility for the implementation of this policy.
- The Governing Body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- The EYFS lead, in conjunction with the Headteacher, has responsibility for the day-to-day implementation and management of this policy.
- Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents / carers to meet each child's individual needs to ensure they reach their full potential.

Four guiding principles shape our practice:

- Children are unique, constantly learning, resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents / carers.
- Plans challenging learning experiences, based on individual and cohort driven needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

Learning and Development

Our Curriculum

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. Working in partnership with parents / carers, the school promotes the learning and development of children to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

- The 'prime' areas of learning and development are:
 - **Communication and language** - Listening and attention, Understanding, Speaking
 - **Physical development** - Moving and handling, Health and self-care
 - **Personal, social and emotional development** - Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships
- The 'specific' areas of learning and development are:
 - **Literacy** – Reading, Writing
 - **Mathematics** – Numbers, Space, shape and measure
 - **Understanding the world** - People and communities, The world, Technology
 - **Expressive arts and design** -Exploring and using media and materials, Being imaginative

Activities are planned around our Whole School Topics, on immediate areas of interest shown by the children, and individual circumstances in order to provide each child with a challenging and enjoyable experience. Each area of learning and development will be implemented through a mix of adult-led and child-initiated activity:

- **Adult Led** – These activities cover a range of curriculum areas throughout the day and occur through whole class and group teaching opportunities. Phonics is taught daily in both Nursery and Reception and both year groups follow a set, but different from each other, timetable with routines in place. We want to

make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for a whole class story at the end of the day and many opportunities to enjoy books at other times.

- **Child Initiated (Busy Learning Time)** – This occurs through carefully chosen and high quality resourced continuous provision. The classrooms and outdoor learning areas are set up for children to carry out meaningful experiences to support their learning. They are presented with a variety of ‘Challenges’ allowing for learning experiences across all the areas of learning enabling children to explore recent learning, practise new skills and follow their own interests. The children can choose to access these activities or select their own resources to create a positive learning experience. The Adults in the classroom interact alongside the children during these times to extend and develop their learning.

Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS and they underpin learning and development across all areas and support the child to remain an effective and motivated learner:

- **Playing and exploring** – children investigate and experience things.
- **Active learning** – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment

Assessment plays an important part in helping the school to recognise children’s progress, understand their needs, plan activities, and assess the need for support. There are four Assessment Points throughout the year, when the children start (Baseline), at the end of the autumn term, at the end of the spring term and at the end of the summer term. Progress is carefully monitored during Pupil Progress Meetings which occur after each Assessment Point which involves the Headteacher, Deputy, Inclusion Manager, EYFS Lead and Class Teacher.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to build a profile of the child and their abilities and attainment in the form of our ‘Learning Journals’, they include collections of children’s work, photos and observations which create a detailed picture of the child. iPads are used to capture and note observations and raise awareness of Next Steps for learning.

At the end of Reception we use the Early Learning Goals (ELG) to judge whether a child is ‘Emerging’, ‘Expected’ or ‘Exceeding’ in all seventeen areas of learning. The National expectation is for children to achieve a ‘Good Level of Development’ (GLD) at the end of the EYFS. GLD occurs when a child achieves ‘expected’ in all strands in the Prime Areas of learning as well as all strands in Literacy and Maths. However, every child is unique. Some will exceed this expectation, while others may still be working towards it. Our aim is for all children to progress to their full potential and to make at least good progress from their relative starting points.

Role of Staff and Key Worker

In Nursery, each child has a designated key worker who works under the direction of the class teacher. In Reception, the class teacher is the named key worker for each child. The Key Worker’s role is to help ensure that every child’s care is tailored to meet their individual needs and to help the child become familiar with the classroom, offer a settled relationship with the child and build a positive relationship with their parents. All adults within the EYFS actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children’s well-being now and future success. There are rare occasions when the key workers cannot be in the class (training and planning or illness) and we aim to be consistent in who covers these absences.

Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents / carers. Before the children start we have an 'Information Afternoon' for the parents, sharing with them what EYFS looks like at Cassiobury Infants and Nursery School. We speak about how to help their child become 'Nursery/School Ready', general House Keeping and our expectations and allow them opportunities to speak to us and ask us questions which may help them with transitioning into our setting or into a new year group.

Once their child has started at our setting parents / carers are invited to attend termly Open Afternoons to share their child's learning, termly Learning Together Mornings where parents participate in learning tasks with their child and two parents evenings a year, along with a settling in 'Meet the Teacher' session in September.

The school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

Parents / carers are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

Health, Safeguarding and Welfare

Children learn best when they are safe, secure, and happy, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the EYFS Statutory Guidance (2017)

Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training. Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Staff do not use their mobile phones in the classes but they do use iPads to take photographic evidence to support the regular observation assessment cycle in the EYFS. These photos are used in 'Learning Journals', class displays and on the school website. All parents / carers are asked to state if they do not want their child's image to be used through the paperwork in the initial starter packs.

We follow the healthy schools principle and our children receive free fruit from a Government Scheme. Children receive free milk up until they turn five years old and can continue to receive it after this point if paid for by the parents / carers. All Reception children are entitled to a free school meal, however parents can give their child a packed lunch as long it conforms to the Healthy Schools Standard.

We expect the majority of our children to start school having been toilet trained. If the process is slow, then staff will work with parents on toilet training. All children have accidents, spare clothes are provided, and children will be changed in line with our Intimate Care Policy.

All accidents are taken seriously and are logged and a phone call home is made if a child bangs their head.

All large climbing equipment is checked by our Site Manger and Fire Drills and lock downs are held in line with Local Authority policy. There is an external check of equipment.

Transition

Transition is planned carefully for the children from Nursery to Reception and Reception to Year 1. Before starting at our setting pre-setting visits occur in order for us to gather information that will help the children to settle well.

In Nursery we have a transition period where parents attend the setting with their child for one session, to familiarise themselves and their child with the classroom and outdoor learning area. The second session the children attend in a small group without their parent and on the third session all children attend together for a morning before starting their full sessions on the fourth day.

For children starting in Reception we have two pre-setting visits, a morning and a separate afternoon. The children attend these sessions without their parents providing them with an opportunity to explore their new learning environment and meet their new peers.

Between Reception and Year 1 there are also two transition sessions where the children spend time in their new classroom with their new teacher. The Year 1 teacher will also regularly visit their new class in their Reception classroom towards the end of the summer term, reading stories, carrying out circle times and spending time building relationships with the children in preparation for moving to the next year group.

K. Macnish
EYFS Lead
April 2020

Appendix

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

This policy is intended to be used in conjunction with the following school policies:

- Teaching and Learning Policy
- Curriculum Intent Policy
- Assessment Policy
- Behaviour Policy
- Inclusion Policy
- Child Protection Policy
- Allegations of Abuse Against Staff Policy (need to check this)
- Health and Safety Policy
- Safer Recruitment Policy
- Data Protection Policy
- Photography Policy (need to check this)
- Complaints Policy
- Transition Policy