

Streatham Wells Primary School



Early Years Foundation Stage Policy

Introduction

The Early Years Foundation Stage is an important phase of a child's education as it is during this stage that the foundations are laid for lifelong learning. The EYFS takes into account the fact that a child's attitude towards learning can be greatly affected by their early experiences and it is these experiences which create the basis for later learning in school and beyond.

Aims

Throughout the EYFS at Streatham Wells we aim to:

- Provide the highest quality care and education for all our children therefore giving them the strong foundation for their future
- To ensure that all our children develop a positive attitude towards learning and develop into lifelong learners
- Provide a stimulating environment both indoors and outdoors that offers children first hand experiences and develops their curiosity and motivation
- Help children feel secure, valued and confident by creating a warm and friendly atmosphere and providing a clear structure and routine
- Encourage children to develop independence and autonomy in both their learning and in caring for themselves and others
- Build on what the children already know when they come into school and further develop their skills, knowledge and understanding
- Create an atmosphere in which children feel confident to make mistakes and learn from them
- Provide a curriculum that celebrates our diverse community, challenges gender stereotypes and takes into account each child's interests, abilities and needs
- Assess children's abilities and plan appropriate activities to ensure progression and continuity
- Make all parents and carers feel welcome in school and encourage them to be involved with their child's education
- Set clear and consistent boundaries which encourage respect for each other and for our surroundings
- Provide resources which are challenging, varied, meaningful and accessible

- Ensure that all children are given equal access to the curriculum irrespective of race, culture, gender, religion or Special Educational Needs

We adhere to the Statutory Framework for the Early Years Foundation Stage (2021) and the four guiding principles that shape practice within Early Years settings.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates (characteristics of effective teaching and learning).

In the EYFS each child is assigned a Key Person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Planning and Teaching

Using the guiding principles in the Statutory Framework for the Early Years Foundation Stage (2021) we map out our curriculum and plan for the medium and short term around seven areas of learning. All the seven areas of learning and development are important and inter-connected. None of these areas can be delivered in isolation from the others. They are equally important and interdependent. These seven areas are:

The **prime** areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The **specific** areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The EYFS team plan for a combination of adult directed activities and child initiated activities. Play is central to the EYFS curriculum as it provides children with a mechanism to explore the world around them and a medium through which to practise and refine skills. High quality play sustains interest and motivation and allows children to experience success and failure safely. Nursery and Reception plan together on a half termly and weekly basis in order to ensure continuity and progression from Nursery into Reception. All members of the Nursery and Reception team are involved in the planning

process either through attending weekly planning meetings or by contributing to planning via a communication board and ongoing observations and assessments.

When planning for children's learning we aim to ensure that:

- We provide a broad and balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS
- We use the children's needs and interests as the starting point
- We build on previous experiences that include those of the home
- We take what children can do rather than what they cannot do as a starting point
- We plan activities in response to observations and assessments made of the children
- We meet the needs of individual children and provide early intervention for those who need additional support
- We focus on the process not the end product as we believe it is the process that promotes learning
- We provide a balance of adult led and child initiated activities
- We plan activities that are challenging but achievable
- We plan for daily phonics sessions following the Read Write Inc. programme.
- We plan activities that challenge gender stereotypes to ensure that there are no limits to children's opportunities to learn and develop
- When planning we ensure that the learning environment reflects the diversity of our setting so that the children can see themselves and their family reflected in play resources, visual images and books. Young children of every cultural or ethnic background need to develop a secure and positive sense of their own identity and learn respect for ways of life with which they are less acquainted.
- We plan for educational visits and for external visitors to come into school to broaden the children's understanding of the world around them
- We plan a special curriculum for settling in periods for new intakes in order to initiate new children into the class and help them feel relaxed, safe and secure
- We plan carefully for transitions to ensure continuity of learning and to ensure that each child establishes effective partnerships in their new class. In the final half term in Nursery the children make regular visits to Reception to familiarise themselves with their new setting and their future teachers. In the final term of Reception, the Year 1 teacher will meet with the EYFS staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.
- We promote equality of opportunity and anti-discriminatory practice
- We work in partnership with parents and where needed outside agencies

When teaching we:

- Encourage children to become independent learners
- Make careful judgements about when it is appropriate to intervene
- Help children to see themselves as successful learners
- Model positive behaviour
- Demonstrate skills
- Allow children to experiment in their own way without imposing our own ideas.

The Learning Environment

We aim to provide an environment which ensures each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS, promotes children's independence and ensures that children feel relaxed and confident enough to learn by trial and error, to "have a go", make mistakes and learn from them. We provide high quality continuous provision, and plan enhanced provision and additional adult directed activities to support this. As children progress through the Early Years Foundation Stage, adult-directed and whole class work are planned, as appropriate for the age and stage of the pupils. We value both indoor and outdoor learning equally and children are encouraged to use all areas of the learning environment. Both planning and provision show ambitious intent for all children.

We encourage children to be responsible for their environment. They are expected to tidy up at the end of each session, sorting and replacing resources. The Nursery and Reception classes are organised in such a way to encourage children's independence and autonomy. All resources are clearly labelled and stored at the children's height enabling them to select and put back resources independently. Children are also responsible for keeping their own personal items in the correct place e.g. hats, gloves, scarves, coats and spare clothes on their coat peg, book bags in their tray and wellies on the rack.

Assessment, record keeping and reporting to parents/carers

Assessment is an integral part of the teaching and learning process in the EYFS and is used in order to:

- Recognise and track children's progress and achievement
- Understand children's needs
- Identify those who need additional support and require early intervention
- Identify next steps
- Inform planning and support
- Monitor the appropriateness of the curriculum on offer

How do we assess?

- We talk to parents/carers and other significant adults
- We gather assessment information from local nurseries and PVI's (Private, voluntary and independent sector) to ensure a smooth transition between settings
- Significant observations of the children's achievements are recorded; some are planned and some are spontaneous
- We talk to the children and ask questions about activities in which they are involved
- We collect samples or take photographs of children's work
- An observation led baseline assessment takes place during the first 3 weeks when a child enters the Nursery and Reception. For Reception children, staff will also administer the Reception Baseline Assessment (RBA).
- At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
 - Meeting expected levels of development

- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers.

The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

How do we keep a record of assessments?

We use the Interactive Learning Diary to create an individual profile of each child which is used to build a picture of their learning during their time in the EYFS.

How do we keep parents/carers informed?

- Parent Consultations are held twice a year to inform parents of their child's progress.
- Parents are given opportunities to meet with EYFS staff informally to discuss progress between Parent Consultation times.
- Parents are offered the opportunity to look at observations and assessments of their child and contribute to these via the parent portal of the Interactive Learning Diary.
- A Record of Achievement in the form of a written report is issued at the end of Nursery and then again at the end of the EYFS.

Partnership with Parents/Carers

We strive to create and maintain positive partnerships 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.

We aim to develop our partnership with parents/carers in the following ways:

- Stay and Play Sessions for parents/carers and children before starting Nursery or Reception
- Termly Play Club sessions to support parents/carers with home learning
- Play Club Activity bags loaned to parents/carers to provide them with fun and imaginative learning activities for families to do at home.
- Home visits on entry to the EYFS. (This could be at the beginning of Nursery or Reception)
- Parent/Carer Consultations help us to keep them informed and involved in their children's learning and progress.
- Informal conversations at the beginning and end of sessions
- Encouraging parents/carers to help in the classroom and make them feel welcome whatever the degree of involvement they are willing or able to commit to.
- Welcome booklets for Nursery and Reception parents/carers
- Workshops for parents/carers to keep them informed about any new curriculum changes and ways for them to help with learning at home.
- Class newsletters sent out at the beginning of each half term.
- School newsletters sent out weekly
- Curriculum maps on school website
- Interactive Learning Diary Parent Portal

Equal opportunities

Individual children are unique in terms of their gender, abilities, needs, culture, beliefs, attitudes, language, relationships and experiences. We aim to provide a welcoming, stimulating and supportive environment, which reflects and celebrates all of these differences enabling all children to access the curriculum and to feel respected and valued. We encourage children to celebrate and share their experiences of their own cultures, languages and heritages.

Safeguarding

Streatham Wells takes its child protection responsibilities very seriously. The safety of our children is always of paramount importance. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance. Any concerns are noted and may be reported to the relevant agency as detailed in our safeguarding policy and procedures.

Health and Safety

- Minor accidents such as cuts and bruises are reported in the accident book in the Nursery or Reception or the school accident book if the accident occurs at lunchtime.
- Parents/carers are informed of any accidents when collected or during the day if appropriate.
- Home contact details are kept in the school office.
- The gate to the EYFS outdoor area is kept closed at all times.
- Children are supervised by an adult both indoors and outdoors at all times. If the adult has to go inside for any reason a substitute will be summoned to provide cover.
- The member of staff setting up the outdoor area is responsible for checking the safety of toys and provisions as they are prepared.
- Children are encouraged to use the toilets correctly and wash their hands afterwards the member of staff indoors monitors this and ensures that toilets have been flushed, floors are dry and sinks clean.
- Sand and water spilt on the floor is cleaned up quickly.
- A list of any child's allergies and dietary needs is kept on the wall in the kitchen for Nursery children and in the classroom and school office for Reception children. This is consulted whenever food is being consumed.
- Parents/carers are advised of appropriate clothing for their child and spares of clothing are kept at school to change children if necessary.
- Water and fruit are available to the children each day.
- We promote good oral health, as well as good health in general, in the early years by insert your approach here, for example by talking to children about:
 - The effects of eating too many sweet things
 - The importance of brushing your teeth

Admission and Induction Procedures

Once a child has been accepted for a place at Streatham Wells either in the Nursery or Reception, parents/carers will be informed by letter and invited to an induction meeting.

An enrolment form and permission slip for trips into the local community and to take photographs will also be sent which should be completed and returned to the class teacher at the induction meeting.

Induction Meeting - at this meeting parents/carers are given a start time and date for their child (we operate a staggered entry system). Birth certificates and enrolments forms are checked and information is given about the EYFS curriculum and daily/weekly routines.

Home Visit – on entry to the EYFS parents/carers are given the opportunity to arrange a home visit for their child. For children starting Reception who have already had a home visit, parents are invited to make an appointment to come into school for an informal meeting to share information about their child.

Class Visit – children are encouraged to visit the Nursery/ Reception prior to their starting date in order to familiarise themselves with the environment and the staff that will be working with them. Appointments should be made with the class teacher or via the school office

Visits from other Nursery settings – Before starting Reception we encourage Key Persons from local Nurseries to visit with those children that will be joining our school. This again enables the children to familiarise themselves with the environment and also allows staff the opportunity to share information for transition purposes. This can also help in instances where working parents are unable to bring their child into the class for a visit.

Monitoring arrangements

This policy will be reviewed and approved by the EYFS Lead every 2 years. At every review, the policy will be shared with the governing board.

Reviewed 2021

To be reviewed September 2023