

# St Luke's Primary School



## Early Years Foundation Stage (EYFS) Policy

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

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### Early Years Foundation Stage (EYFS) Policy.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St. Luke's Primary School, children join the Reception class in the year in which they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life, as described in the Statutory Framework for the EYFS published March 2014, effective September 2014:-

“Every child deserves the best possible start in life and the support that enables them to fulfil their full 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 safe, secure and happy childhood is important in its own right. Good parenting and high quality learning together provide what the foundation children need to make the most of their abilities and talents as they grow up.”

We endeavour to ensure that all the children within our care learn and develop to the absolute best of their potential in a happy, healthy and safe environment, and within a curriculum that is exciting, rich and stimulating. It is through this approach that we:-  
“Promote teaching and learning to ensure children’s ‘school readiness’ and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.” (as described in the Statutory Framework for the EYFS published March 2014, effective September 2014)

The EYFS is based upon four principles:

1. A unique child – developing resilient, capable, confident and self-assured individuals.
2. Positive relationships – supporting the children in becoming strong and independent.

3. 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.
4. Learning and developing – An acknowledgement that children learn in different ways and at different rates

### **1. A Unique Child**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, the ability to tap in to their own specific fascinations and interests, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion/Special Educational Needs and Disability (SEND)**

All children and their families are valued at St. Luke's 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. 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 SEND Co-ordinator is called upon for further information and advice once high quality teaching (HQT) has taken place. Appropriate steps are then 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;
- Providing a wide range of opportunities to stimulate, motivate and support children and to help them to learn effectively;
- Using a wide range of teaching styles and strategies based on children's learning needs;
- Providing a safe and supportive learning environment in which the contribution of all children is valued and encouraged;
- 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 'age appropriate' skills;

- Monitoring children’s progress and taking action to provide support as and when 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.”(Statutory Framework for the EYFS published March 2014, effective September 2014)

At St. Luke’s Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for EYFS 2014. 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 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.

### **2. Positive Relationships**

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

#### **Parents as Partners**

We recognise that parents are children’s first and most enduring educators and we value the contribution they make. All of the EYFS team work hard to build up open and productive relationships with parents and carers.

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 with their teacher before starting school during story and creative sessions;

- Support children through the transition from pre-school to Reception with the children attending part time during the first few weeks. 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 during the term before their child starts school;
- Informal meetings for parents to provide them with relevant information about the day to day running of the school, introducing them to the Governors, Kitchen staff, Office staff and PTFA;
- EYFS Curriculum meetings for parents in the Autumn term in order to talk in detail about how we aim to work with their child on a day to day basis, and in particular how Literacy and Numeracy are taught.
- 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. Parents receive a report on their child's attainment and progress towards the end of each term;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: celebration assemblies, productions and sing-a-long sessions;
- Providing parents an opportunity to celebrate their child's learning and development by completing 'WOW' slips which are then stuck in their child's Learning Journey;
- Parents can ring, or e-mail school to contact staff;
- Opportunities for parents to chat informally with practitioners' at the beginning and end of each day;
- Parents receive whole school newsletters and a termly topic overview and class newsletter;
- Ensuring all parents know that their child's teacher and teaching assistants are their key workers;
- By providing a quiet and confidential area where parents are able to discuss any concerns.

### **Complaints**

We take all queries and complaints seriously and will follow the school **Complaints Policy**, available on the school website or in the school office. Please speak to your child's teacher first.

### **Staff development**

All members of the FS team attend INSET and courses to further their professional development. Training needs are identified through the school improvement plan and performance management. The FS staff are very supportive of each other and share ideas and resources.

## **3. 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 a number of ways: proformas, post it notes, photographs.

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.

#### **4. Learning and Developing**

Teachers and Teaching assistants provide a curriculum in the foundation stage classes that spark the children's fascinations and curiosities; is stimulating, exciting, meaningful, and one that uses the specified EYFS framework as a scaffolding block for this.

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
- Expressive arts and design

Religious Education is also taught in the reception classes in accordance with ExploRE, The Essex agreed syllabus for religious education, March 2015.

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. In order for the children to achieve a 'Good Level of Development' (GLD) they will need to make significant progress in the three prime areas as well as Literacy and Mathematics. However, if a child's progress in any of these areas 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 SEND Coordinator in order to access Special Educational Needs support.

### **Assessment and record keeping**

All observations and assessments are an integral part of teaching as they inform future planning for the child's needs. All children are assessed during the first half term of school to provide a baseline from which we track each child's learning. St. Luke's Primary school use EExBA baseline assessment (Early Excellence) as well as our own baseline assessment procedures.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. All staff are involved in daily observations and assessments throughout the Reception Year; they include child initiated tasks and teacher led activities both in the inside and outside learning environments, and they can take the form of short observations highlighting a specific developmental matters statement or more lengthy observations that may involve more than one child and highlight more than one statement. Children are given specific next step targets according to their individual needs on the 'My Space' wall and these are then used to pin point areas for all staff to look out for during day to day C/P activities. Observations, samples of work and photographs are recorded in each child's 'Learning Journey' books. Practitioners' make observations of individual progress and these are recorded on 'EYFS Target Tracker' and on individual EYFS Development Record sheets– supporting evidence is kept in the children's Learning Journeys, Big Write books and assessment folders (showing letters and sounds and numeracy progress).

### **The Good Level of Development (GLD) measure**

Children are defined as having reached a 'good level of development' at the end of the EYFS if they have achieved at least the expected level in:

- 1.) the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language)

**and**

- 2.) the early learning goals in the specific areas of mathematics and literacy.

**Moderation** \_\_\_\_\_ Internal or external moderation takes place near the end of every school year. Either:

- 1.) The FS staff will attend a moderation meeting where their judgements are evaluated, moderated and agreed against local and national standards

**or**

- 2.) An external moderator from County will come in to school and select 6, mixed ability children to scrutinise and check that their end of year judgements and assessments are accurate. This will take place through a dialogue with the teaching staff and an evaluation of the evidence collected to support the assessments.

### **At St Luke's Primary School:**

Each area of learning and development is implemented through a creative curriculum that is built around the EYFS framework but through a topic that is sparked by the current children's interests and fascinations. A variety of teaching input, planned purposeful play activities and stimuli are prepared and then adjusted and developed according to the direction in which the children have shown a particular leaning and passion.

Play is used as an instrumental part of the children's learning in the FS at St Luke's Primary School. They explore and experiment with what they know and then use this knowledge to extend their thinking and apply it to new problems and situations.

Through leading their own play and with subtle, yet sympathetic and developmental high quality adult intervention the children build their knowledge, their confidence and their relationships with both the adults and the children around them.

Planning and guiding the children's activities in this way will reflect on the different ways that children learn and support them to always make the very most out of every learning opportunity. At St. Luke's we support children to have the confidence to take risks in their learning and therefore explore and experiment with the three characteristics of effective teaching and learning highlighted within the EYFS framework. 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 **2014**)

Religious Education is also taught in the reception classes in accordance with Essex Local Authority guidelines.

### **Equal Opportunities**

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 both British Values and cultural diversity and therefore prepare pupils for life in our diverse and multi-faith society.

## **Health and Safety**

At St Luke's Primary School, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, regular and annual risk assessments are conducted by the EYFS team to check both the environment and equipment within the Foundation Stage (see EYFS risk assessment). Safeguarding and child protection policies are in place; these give information and outline procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies.

In line with the EYFS statutory framework 2014, at St. Luke's Primary School we undertake;

- A whole school policy ensuring that there are systems in place so 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. Prescribed medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At St. Luke's Primary School a written record is kept each time a medicine is administered to a child.
- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required
- A first aid box is located in the FS and is accessible at all times. A record of accidents and injuries are kept (see accident and injury policy). Parents will receive a copy of this incident report and will also be informed verbally of any first aid treatment that was given. Currently, all staff are First Aid trained and one teacher and both of our teaching assistants are paediatric first aid trained.
- A whole school health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A 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's own personal use. All photos taken of children in the Foundation setting are downloaded onto the server and deleted from the camera. Only school cameras are used on visits. Parents hand in cameras at the end of the visit and staff download and delete as necessary. In an emergency situation, staff use personal mobile phones on school visits. They are not used in the classroom.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettoes or a heel that comes to a point). Staff are expected to wear clothing that allows them to engage with children at floor level.

## **Transition**

### **From Pre-school /Feeder settings**

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

- Children are invited to 3 story sessions and 2 creative afternoons during the second half of the summer term. During these times parents are invited to a series of workshops with the office staff, Headteacher, Governors, Kitchen staff, PTFA and FS class teacher.
- Parents are invited to a parent meeting in the summer term to ensure they know about school procedures and the EYFS curriculum and any concerns they may want to express.
- Members of staff from St. Luke's Primary School make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

Before the child starts school parents are invited to meet with their child's class teacher and answer and ask questions pertinent to their child.

During the first two weeks of the autumn term the EYFS children have a phased induction. This allows the children to become familiar with the staff, the EYFS environment and the daily routines. The parent's will also be invited to attend a curriculum meeting where the day to day running of the class and how specific aspects of the EYFS curriculum will be discussed.

### **From EYFS to Key Stage 1**

At the end of every term a report is written for every child in the school. This 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 in the summer term, their readiness for Year 1.

Each child's level of development is assessed against the 'Early Learning Goals'. The final report indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). In the summer term, a dialogue takes place between the Foundation Stage and Year 1 teachers about each child's stage of development and learning needs, as well as their skills and abilities in relation to the three key characteristics of effective learning. They will also be given a copy of each child's final report. This will all help the Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all pupils. The Year 1 teachers also spend time getting to know the Foundation stage children in the summer term through a number of story time sessions. Two 'meet the teacher' sessions also take

place where the children spend time in their new classroom and with their new teacher.