

NENE VALLEY PRIMARY SCHOOL EARLY YEARS FOUNDATION STAGE POLICY



Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Nene Valley Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

"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." (Statutory Framework for the Early Years Foundation Stage, 2021)

The reception year builds on previous knowledge acquired at home and, if applicable, in an early years setting. The early years curriculum we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.
- It provides children with the knowledge, skills and attitudes they need by the time they move into Year 1

The Learning and Development Requirements

There are seven areas of learning and development that shape the educational programmes we offer in Reception. They are all important and inter-connected; however, the **prime areas** are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving:

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

Then, through the **specific areas**, the primary areas are strengthened and applied:

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

When planning and guiding what children learn, we reflect on different rates at which children are developing and adjust our practice appropriately. The three characteristics of effective teaching and learning 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.
- (Statutory Framework for the Early Years Foundation Stage, 2021)

Teaching and learning style

The more general features of good practice in our school that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the EYFS.

Activities in the EYFS

The EYFS curriculum is delivered through exciting and appropriate activities planned by the EYFS staff. By observing children and finding out what motivates and interests them, staff can ensure their planning reflects the children's interests and development needs.

We also support children's learning and development by having different themes and topics throughout the year. We change the theme every 2-3 weeks so the children learn about the world and new experiences.

The children are encouraged to select their own learning situations and the majority of learning is through play-based, child-initiated activities. Adults capitalise on these activities by providing resources that enhance learning and through careful interactions with children to observe, assess and deepen the learning that is taking place.

Adult-led activities have a specific focus and are planned by the adult to teach, apply or embed a particular aspect of learning or skill. The adult may introduce the material, skill or idea, initiate the activity, and may direct elements of the learning.

Children's development and progress is observed and monitored by EYFS staff and shared regularly with parents through Tapestry (online learning journal) and at parent's evenings.

Play in the Early Years Foundation Stage

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves, take responsibility for their actions and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They are able to express fears or make mistakes in controlled and safe situations. At Nene Valley, we place great value on high-quality play experiences for our children and a stimulating learning environment.

Inclusion in the Early Years Foundation Stage

In our school, we believe that all our 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 Early Years 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 Reception. 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 from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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 swift action where additional support is necessary. This may be detailed on a class provision map, a single page profile or an individual Assess, Plan, Do, Review plan.

The Early Years Foundation Stage curriculum

Development Matters (non-statutory curriculum guidance, 2021) provides the framework for planning an appropriate curriculum for all children. Our medium-term plans outline intended learning and possible activity and resource ideas. These are flexible to reflect children's interests and stage of development. Weekly planning is informed by ongoing, observational assessment.

Assessment

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage takes the form of observation, recorded work, photographs and video/sound recordings. This involves all practitioners working in Reception. Parents are strongly

encouraged to contribute to their child's online learning journal to share learning and experiences from home.

During the first 6 weeks of entering Reception each child is assessed using the statutory Reception Baseline Assessment (RBA). This is undertaken 1 to 1 with an adult, using practical resources. Additionally, an initial baseline is completed in the Prime areas (Personal, Social and Emotional Development, Physical Development and Communication and Language) by half-term. These assessments are carried out through a range of observations and adult initiated activities. Teachers complete assessments at three additional points across the year and gather evidence to support this in each child's online Learning Journal.

Progress towards the Early Learning Goals is discussed with parents at parent consultations. The goals are the benchmark for end of year expectation in the Reception year and are a statutory assessment. Each child's Profile results are reported to the Local Authority and shared with the Year One teacher. Parents receive an annual report that offers brief comments on each child's progress towards the Early Learning Goals for 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. The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together and a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs, assists with the planning of activities in Year 1.

The role of parents

We believe that all parents have an important role to play in the education of their child. 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;
- small group play sessions before starting school for the child and parents to meet their new teacher;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering a full morning workshop and lunch for all parents and carers in the first week of the autumn term;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- contributing to their child's online Learning Journal and responding to school-based observations.
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher;
- having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- arranging activities throughout the year that encourage collaboration between child, school and parents;
- using the child's home/school link book for regular communication

Daily Routines

- School begins at 8.50am (gates/classrooms open at 8:45am) and ends at 3.15pm.
- Parents/carers can come into the classroom/cloakroom to settle their child for the first 10 minutes of school. This usually happens during the first half-term, after this we gradually encourage the children to become more independent and to say goodbye to their parent/carer at the door or gate. After the first half-term, we would expect children to enter the classroom without an adult.
- The children have an hour break for lunch (12.00pm-1.00pm) where they eat their packed lunch or school dinner then play on the main school playground. They are also gradually introduced to having a 15-minute break in the morning on the main playground.

Staffing

- Within the EYFS unit, the children are taught by two qualified teachers throughout the week. To allow for specific release time or for teacher's 'Planning, Preparation and Assessment' (PPA) time, the children's normal class teacher will be replaced by another qualified teacher/HLTA. The 45 children are separated into two classes for registration and most other classroom activities.
- The teachers are supported full-time by an experienced teaching assistant giving a ratio of 1:15 in the unit. (The legal requirement is 1:30.)

Key Person

- A key person is someone who has special responsibilities for working closely with a group of children, giving them the reassurance to feel safe and cared for, and building relationships with their parents.
- Your child's class teacher will usually be their key person. This is the person who it is most appropriate to communicate with about all aspects of your child's care, development and progress at school.
- For particular children, such as children with additional needs, the key person may be a different adult, such as a teaching assistant. Parents will be informed if their child has an alternative key person to the class teacher.
- Careful records of the children's development and progress are created and shared with parents, the child, the key person and other professionals as necessary.

Food and drink

- Children under the age of 5 years are entitled to free milk daily. Parents need to complete an online application form to ensure the school receives milk for their child. Parents also have the option of paying for milk once their child is 5 years old.
- All infant children receive a daily portion of fruit (funded by the government).
- Fresh drinking water is available at all times.
- The children may take part in cooking and other activities involving food. School must be made aware of any food allergies or dietary requirements that children have.
- All infant aged children are offered a universal free school meal daily

Procedures followed in the event of a parent failing to collect a child at the appointed time.

Sometimes it may be difficult for you to arrive at school in order to collect your child on time. It can be very distressing for your child if you are not there to collect them at the end of the

session. If you know you will be late, a telephone call to school will allow us to inform your child and look after them for up to 15 minutes. If you will be later than 15 minutes, we may be able to provide child care in the Kingfisher Kids Out of Hours Club if places are available or in an emergency.

If you do not contact school, then after 10 minutes we will begin calling the contact numbers that you have given us. If after 45 minutes, we cannot make contact with any appropriate person, then we will contact the Duty Social Worker who may decide to make emergency care provision.

Please let school know if your child is to be collected by someone other than the usual person i.e. going home with another child's parent for tea etc.

Procedures in the event of a child going missing.

In the unlikely event that we discover a child is not where they should be, an adult will make a quick search of the likely places – toilet, other teaching bases, play area etc. and the Headteacher will be informed. If the child can not be found, then a thorough search of school premises and a questioning of friends, playmates will take place by staff and older pupils. If it is clear that the child is not on the premises, parents will be contacted to find out if they may have been collected by a relative/friend who had not followed normal procedures. The next stage will be contacting of the Police and we shall then act upon their advice.

<p>Signed:</p>  <p>Mr Richard Isley Chair of Governors</p> <p>Date: Autumn 2021</p>	<p>Signed</p>  <p>Mr Nick File Acting Headteacher</p> <p>REVIEW DATE: Autumn 2022</p>
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