

**Sidemoor First School and Nursery**

**Early Years Foundation Stage (EYFS) Policy**

**Adopted by Governors and Staff on:**

**Reviewed: Summer 2014**

**Reviewed: Summer 2015**

**Reviewed: April 2018**



## **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 Sidemoor First School and Nursery, children can join the Nursery as a rising three. In the Reception classes the children attend school 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. We endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and in life” (Statutory Framework for the EYFS 2017).

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.

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

All children and their families are valued at Sidemoor First School and Nursery. Children are treated as individuals and are all given equal opportunities and 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 at an early stage and the school’s SEND coordinator is called upon for further information and advice. Appropriate steps are taken in accordance with the whole school’s SEND policy and the Equal Opportunities policy.

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;

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- planning to accommodate individuals' particular learning styles and wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion.
- 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 and teach children about boundaries, rules, limits and what is right and wrong, and actively promote British Values. 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, Behaviour policy, Positive, Physical Intervention policy and Online safeguarding policy). We aim to teach children how to grow into caring, polite and responsible citizens, who can work and co-operate with others while developing knowledge and skills. We aim to give pupils every opportunity to fully achieve their true potential. At Sidemoor First School and Nursery teaching British Values is part of our day-to-day curriculum and is promoted within Philosophy for Children (P4C). We also spend time teaching children about what makes a good learner using our

'Sidemoor Seeds of Success':

- Stickability
- Try something new
- Understand others
- Be independent
- Improve
- Believe in yourself

"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 2017).

At Sidemoor First School and Nursery we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. 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;
- adopt, in line with the EYFS Statutory Framework 2017, 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 and are in original named and dated packaging. 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. At Sidemoor First School and Nursery a written record is kept each time a medicine is administered to a child and inform the child's parents and/or carer on the same day, or as soon as reasonably practicable" (Statutory Framework for EYFS 2017);

- have a first aid box that is accessible at all times and maintain a record of accidents and injuries (see First Aid policy). All permanent teaching assistants are paediatric first aid trained;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs. The Head Teacher is the named behaviour manager for the whole school with the EYFS Leader as the lead behaviour manager for the Early Years (see the whole school's Behaviour policy and Positive Physical Intervention policy);
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so (see the whole school Safeguarding Children policy and Induction policy);
- 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 Sidemoor First School and Nursery we recognise that children learn to be independent and form 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;
- giving children the opportunity to spend time with their teacher before starting and during induction sessions;
- supporting children through the transition to Nursery and from Nursery into the Reception classes with a staggered intake. This supports staff and parents in getting to know each other as well as the children;
- encouraging parents to talk to the child's teacher if there are any concerns. There are formal meetings for parents during the year at which the parent discusses the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of the Reception year;

- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, 'Family mornings', school visits, enterprise days, days of celebration;
- providing parents with an opportunity to celebrate their child's learning and development by completing "wow" moments or by discussing significant achievements with members of staff which inform planning and provision;
- written contact through home school diary as well as the acknowledgement that parents can ring school to contact teachers;
- ensuring all parents know who their child's key worker is. In reception this will be the class teacher.
- providing a quiet and confidential area where parents are able to discuss any concerns;
- 'Open door policy' – parents are encouraged to 'pop' in before and after school to communicate directly with teaching and teaching assistants, on a daily basis, about the wellbeing, education and achievements of their child.

### **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up to address all areas of learning with enhanced and continuous provision. Effective learning builds and extends upon prior learning and follows children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend it as needed to further individual learning.

### **Learning and Development**

At Sidemoor First School and Nursery we comply with the recommendations of Section 122 of the Education Act 2002 and the Education (School Teachers' qualifications) (England) Regulations 2003; and adhere to the recommended staff/child ratios.

Nursery – 1 Graduate teacher: 13 children (1:13)

When a Graduate Teacher is not present - 1 adult: 8 children (1:8)

At Sidemoor First School our Reception classes legislate to the School Standards and Framework Act 1998 (as amended by the Education Act 2002). This limits the size of infant classes to 30 pupils per school teacher. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff.

### **The areas of learning and development**

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

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- 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 (see EYFS Assessment policy). The three prime areas reflect the key skills all children need to develop and learn effectively. 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 SEN coordinator in order to access advice and support.

At Sidemoor First School and Nursery:

"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 of 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 2017).

When planning and guiding children's activities, practitioners will reflect on the different ways that children learn and this will be reflected in their practice. At Sidemoor First School and Nursery 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 2014)

### **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 cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society (see whole school Equality policy and Racial Equality policy).

### **Health and Safety**

At Sidemoor First School and Nursery, there are clear procedures for assessing risk (see whole school Risk Assessment policy and Missing Child policy) 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. We understand that we are required to:

- ensure that the premises, furniture and equipment is safe and suitable for purpose. (see whole school Health and Safety policy) which identifies, reporting and dealing with accidents, hazards and faulty equipment;
- have a fire and emergency evacuation procedure and policy;
- have an Online Safety policy stating how mobile phones, ipads 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;
- wear 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;
- obtain and record information about any special dietary requirements, food allergies and any special health requirements;
- provide access to fresh drinking water at all times;
- ensure that each classroom has a snack and sink area for the provision of healthy snacks and drinks.

### **Transition**

#### **Admission to Nursery**

- Letter sent to offer place with session request form
- Acceptance by a given date
- An induction meeting for parents/carers
- Induction meetings for parents/carers and children together
- A staggered programme of admission
- Flexible pattern of attendance if sessions are available

#### Induction Meeting

- Headteacher, Nursery Teacher and NNEB welcome parents to the nursery
- Distribute nursery handbooks, starting dates and forms
- Explain the Early Years Foundation Stage and the work of the nursery
- Describe regular nursery routines
- Verify pupils' dates of birth
- Collect passport photographs
- Assist with registration

#### Drop in session

- Parents/carers and pupils attend a "drop in" session
- Share registration forms
- Fill in County funding form
- Parents introduce their children to the nursery environment and share activities
- Teacher and NNEB get to know new families

#### **From Nursery - Sidemoor First School**

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:

- Parents are invited to a meeting in the first part of the Summer Term to welcome them to Sidemoor First School and ensure they know about school procedures, routines and expectations. Parents have time to look around the Reception classes and talk to staff.
- Teachers from Sidemoor 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.
- The children are invited to story time visits to their reception class.
- All parents and children are invited to a 'stay and play' session on transition day
- Children at our nursery (main feeder setting) will have visits with their key workers into school where they get an opportunity to engage with the current reception children.
- All the children have a staggered intake. This supports staff and parents in getting to know each other as well as the children.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified through 'Early Help Assessment' as requiring additional support or are known to other agencies.

**From Reception - Key Stage 1** During the final term in Reception, the following procedures have been put into place to ensure successful transition in to Year 1:

- Reception staff to familiarise children with Year 1 cloakrooms, toilets etc.
- Story time sessions in Year 1.
- Reception children encouraged to take work/achievements to Year 1 staff.
- Passport to Year 1. Started in Reception and completed in Year 1.
- Whole school transition day

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents, carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding, abilities and progress against the expected levels of development and their readiness for Year 1. The Profile includes on-going observations, 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.

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Mrs P Barker (Foundation Stage Coordinator)