

Canning Street Primary School
The Early Years Foundation Stage (EYFS)
Policy

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Rationale

The Early Years Foundation Stage (EYFS) is for all children from birth to five years. At Canning Street Primary School this refers to children in Clever Tots @ Canning Street, Nursery and Reception. Clever Tots is for two year old children and led by the Lead Early Years Practitioner. There are two sessions, one in the morning and one in the afternoon. Each session lasts for three hours. We have two Nursery classes, one in the morning and one in the afternoon. Each has thirty places and lasts for three hours. The classes are staffed by one teacher and at least three teaching assistants. We have two Reception classes, offering sixty places between them in an open plan unit. The classes are each staffed by one teacher and one nursery nurse. Additional teaching and teaching assistants support the teaching and learning throughout the EYFS.

At Canning Street Primary School we aim to provide a secure, caring and stimulating learning environment to develop the skills, knowledge and understanding necessary for all children to become confident, independent and powerful learners. Through a play based approach to learning, we aim to develop the personal, intellectual, physical, and cultural development of all children by supporting the 'whole child' and their individual needs.

Objectives

We believe that:

- Children must be actively involved in their own learning;
- The interaction between children and adults must be varied, appropriate, consistent and stimulating. The role of the adult is crucial in planning and resourcing a challenging environment, supporting children in adult led activities, extending children's thinking during spontaneous play and extending their language and communication skills;
- Practitioners must be up to date with current thinking and research into early years education, aspire to the highest standards and access training to promote this;
- Families feel valued as partners in their children's learning, who offer unique cultural experiences and need to be involved in the curriculum;

- Multi-agency working with other services and the wider community enables our children to achieve their full potential;
- Our children are unique individuals. We value their experience, talents and skills and build upon them. We treat them with respect and always have high expectations of their behaviour and attainment;
- All children have the right to equality of opportunity and all children should be positively acknowledged and valued. They are more likely to reach their potential as learners if they feel happy, secure and have a sense of well being;
- First hand experiences, play and talk are the main ways through which young children learn about themselves, other people and the world around them;
- Planned, purposeful play, both indoors and outdoors is fundamental to children's learning. We provide challenging play in a secure environment with effective adult support, which enables children to develop emotionally, socially, intellectually and physically.

Aims

- To celebrate that all children are unique and that every child is a competent learner from birth who can be resilient, capable, confident and self assured.
- To recognise that all children need to develop positive relationships. Children learn to be strong and independent from a base of loving and secure relationships with parents and the key adults in their setting.
- To provide a caring and secure environment where children, in a relaxed and happy atmosphere, can reach their full potential personally, socially, emotionally, intellectually, culturally, spiritually, physically, and aesthetically.
- To realise that all children learn and develop in different ways and at different rates and that all seven areas of learning and development are important and inter-connected.

Guidance

To develop the children personally, socially and emotionally they are provided with experiences and support which will help them to:

- develop a positive sense of themselves and others
- develop social skills
- develop a positive attitude to learning
- form stable relationships
- develop a sense of responsibility
- encourage care and consideration for others
- develop respect for themselves and others
- work together co-operatively
- develop self confidence and a sense of identity
- develop self esteem through praise and positive reinforcement
- develop independence and self control

To develop the children intellectually they are provided with experiences and support which will help them to:

- achieve their full potential at their own rate of development
- learn through first hand, meaningful experiences often developed from children's interests

- develop an enthusiasm for knowledge and learning
- develop the effective characteristics of learning
- engage in active learning
- be responsible for their own decision making
- reflect on and discuss their own learning
- encourage and develop the use of language
- explore, enjoy, learn about and use words and text in a broad range of contexts
- develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them.

To develop the children culturally they are provided with experiences and support which will help them to:

- develop an awareness and acceptance that there are similarities and differences among all groups of people but they are all equally important
- explore and find out about their environment and people and places that have significance in their lives.

To develop the children spiritually they are provided with experiences and support which will help them to:

- learn about all faiths
- develop a sense of awe and wonder through observing the natural world.

To develop the children physically they are provided with experiences and support which will help them to:

- develop and practise their fine and gross motor skills
- use his/her body effectively in physical activities
- develop an awareness of how their bodies work and what they need to do to be healthy and safe
- encourage self help skills and an awareness of the need for good personal hygiene.

To develop the children aesthetically they are provided with experiences and support which will help them to:

- experiment with a variety of natural and man made materials
- explore using their senses
- be creative and expressive through a range of media
- develop a growing awareness and appreciation of the natural world.

The Early Years Foundation Stage Framework

The natural way for children to learn is to play. In the Early Years Foundation Stage we plan, resource and support learning by extending play both indoors and outdoors.

In play children:

- explore experiences that help them make sense of the world
- practice and develop ideas, concepts and skills
- learn how to control impulses and understand the need for rules
- play alone, alongside others or co-operatively
- take risks and learn from mistakes
- think creatively and imaginatively
- communicate with others as they investigate or solve problems
- develop concentration and the effective characteristics of learning

The curriculum we offer is based on The Early Years Foundation Stage framework. There are seven areas of learning, three prime areas and four specific areas of learning.

1 Personal, Social and Emotional Development

Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others, respect for others' social skills and a positive disposition to learn. We ensure support for children's emotional well being to help them to know themselves and what they can do.

2 Communication and Language

Children are supported to develop learning and competence in communication, speaking and listening. They are provided with opportunities and encouragement to use their skills in a range of situations and for a range of purposes.

3 Physical Development

Children are provided with opportunities for them to be active and interactive. They are supported to improve their skills of coordination, control, manipulation and movement using all their senses to learn about the world around them and make connections between new information and what they already know. They are supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food and personal hygiene.

4 Literacy

Children are encouraged to enjoy books, stories and poetry, for their personal language development and to extend their views of the world, excite their curiosity and fire their imagination. Phonics is taught on a daily basis and a range of reading and writing opportunities planned for children to develop key literacy skills.

5 Mathematics

Children are supported to develop their understanding of number, calculating, shape, space and measures in a broad range of contexts in which they can explore, enjoy, learn and talk about their developing understanding. They are provided with opportunities to practise and extend their skills in these areas and to gain confidence in their use.

6 Understanding of the World

Children are supported to develop the knowledge, skills and understanding that help them to make sense of the world. We offer opportunities for them to use a range of tools safely, encounter creatures, people, plants and objects in their natural environments and in real life situations. We undertake practical experiments and work with a wide range of materials. We support the development of their skills with Information Communication Technology to maximise their progress in all seven areas of learning.

7 Expressive Arts and Design

Children's creativity is extended by providing support in developing their curiosity, exploration and play. They are provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance, imaginative and role play activities.

Planning

Planning in the Early Years Foundation Stage is informed by the themes, principles and commitments and the stages of child development in the Early Years Foundation Stage framework:

- Long term plans are based on the stages of child development of the Early Years Foundation Stage and consist of continuous provision plans showing the potential for learning in each area in the indoor and outdoor environments. These plans are linked to the development matters and the Early Learning Goals (ELGs). In addition, a curriculum overview is completed on a termly basis showing coverage of the ELGs between Nursery and Reception;
- Medium term plans outline possible lines of development (PLOD) over a flexible period of time. They show planned adult led activities linked to the children's interests, seasons, celebrations,

and school initiatives in all seven areas of learning. These activities are linked to the development matters and ELGs;

- The short term plans are weekly. They show phonics, literacy, maths and small group activities and interventions for identified groups of children where appropriate. They also show staff deployment and how we resource play in the indoor and outdoor environments;
- Planning for two year olds in Clever Tots is completed on an individual basis and is focused on children's interests and needs;
- Child initiated learning is recorded in the class learning journal which is shared with parents;
- Evaluations on a daily basis are linked to observations and assessments to inform future planning;
- Medium term planning is displayed for parents on the parental partnership boards;
- All planning is monitored by the EYFS Leader.

Assessment

- On entry to Clever Tots, Nursery and Reception observational assessment is used to create a baseline for each child against the Early Years Foundation Stage developmental stages in all seven areas of learning. Progress is monitored for the cohort, autumn, spring and summer born children, girls and boys, looked after children, EAL, SEN, able, gifted and talented and children eligible for free school meals. These assessments also inform future planning. This 'EYFS Tracker' assessment is carried out at the end of every term throughout the year.
- In the Reception classes these assessments are carried out in the same way to show continuing progress. They also inform the EYFS Profile which is entered into Assessment Manager in June.
- In accordance with government requirements we also complete a baseline assessment in Reception and use the Early Excellence Baseline Assessment.
- Observations of child led and adult led activities are carried out by all members of the Early Years Foundation Stage team and these inform the termly assessments. We use I-Pads and the 2Simple programme to carry out these observations.
- Children's individual Learning Journals contain pieces of 'work', written observations and photos of child led activities linked to the Early Years Foundation Stage development matters, and the Early Years Foundation Stage Profile for children in the Reception classes.

Parental Involvement and Reporting to Parents

The role parents have already played in the early education of their children is greatly valued and recognised. Continued involvement is crucial in enhancing the quality and success of further learning.

We develop this partnership by:-

- Making parents feel welcome in school;
- Providing parents with the opportunity to discuss their child's progress, any worries or concerns, change in circumstances or successes informally on a daily basis at the beginning and end of each day / session;
- Keeping parents informed about their children's progress informally at stay and play sessions and family group meetings;
- Inviting parents to a more formal Parents' Afternoon in the autumn and spring terms;
- Inviting all parents to half termly stay and play sessions to look at children's work and celebrate their achievements
- Sending newsletters and home school partnership booklets home regularly to inform parents what we are teaching in school and inviting them to join in when appropriate;
- Providing regular curriculum workshops to show parents how they can help support their children's learning at home (maths, reading, phonics, writing etc);

- Attending weekly workshops to support children's learning at home
- Providing curriculum and transition meetings and information booklets to support reading, phonics and maths
- Encouraging parents to engage with their child's learning (leading cookery sessions);
- Developing a range of systems to encourage parents to contribute to children's learning journals (family group meetings, proud parents proforma)
- Providing resources for families to enjoy at home (take home bear, Every Child a Talker family bags, library loan)
- Inviting parents to join us on visits
- Providing a written report at the end of the year. In Reception, parents are given their child's EYFS Profile results with an explanatory letter and an opportunity to discuss any issues they may have.

Transitions

We link with our pre school settings such as playgroups and Nurseries to gather information to support children's transition into Nursery and Reception. We visit children in their settings prior to starting our school and discuss their learning and development with their key person.

For children entering Clever Tots we provide:

- Meetings for parents prior to admission
- Come and play sessions for parents and children prior to admission
- Practitioner visits to children's homes
- Phased starting dates
- Monthly review meetings with parents

For children entering the Nursery classes we provide:

- Visits from Clever Tots in the summer term
- Meetings for parents in June
- Practitioner visits to children's homes in September
- Phased starting dates in September / October

For children entering the Reception classes we provide:

- Meeting for parents in June
- Information about children with speech and language, SEN, EAL, behaviour or family issues from the Nursery to the Reception team
- Children's visits to Reception class in the summer term
- Shared in / outdoor play between Nursery and Reception
- Phased starting procedures

For children leaving the Early Years Foundation Stage and entering Key Stage 1 we provide:

- Meeting for parents in July
- Profile results and explanatory letter for parents
- Information about children with speech and language, SEN, behaviour or family issues from the Reception team to the Year 1 teachers
- Story sessions with Year 1 teachers in the summer term
- Children's visits to Year 1 classes in July

All of the children in the Early Years Foundation Stage enjoy shared experiences like the termly 'Discovery Days' where children and parents from Clever Tots, Nursery and Reception enjoy a range of activities throughout the stage. These activities are linked to celebratory times like Christmas, Chinese New Year and Easter.

Children also become familiar with the whole school staff team through assemblies, after school clubs, fairs, and key phase performances such as Harvest, Christmas and Easter and visitors to school such as theatre companies.

Behaviour Management

In accordance with the school behaviour management policy we operate a positive approach to behaviour management in Early Years Foundation Stage. We recognise that effective learning and teaching can only take place in an atmosphere of calm and security which is generated by firm and fair disciplinary systems which are consistently applied by all practitioners.

We believe that there is a need for a system of rewards, warnings and sanctions which support and enhance our policies on discipline; pupils' behaviour; raising pupils' self-esteem; bullying, equality of opportunity; etc. We believe that it is beneficial to develop a means of visibly demonstrating a system of graded warnings and sanctions in a way that is clear and readily understood by pupils, parents and staff and that we also operate systems of rewards and the celebration of successes.

These whole class behaviour charts are displayed in both Reception classes.

Children's positive behaviour is rewarded in assembly, by communication with parents, on the celebration displays and on behaviour charts for identified children. Children in Reception are included in the school 'good book' and given certificates in assembly. To develop children's understanding of our expectations they learn about good behaviour and safety as part of our personal, social and emotional development teaching in family group time.

Admissions

Clever Tots

For children accessing the two year old funding parents need to prove their eligibility. If they are eligible children can be offered a place and start at any point throughout the school year:

Children who are three years old will be invited to start Clever Tots the term after their third birthday. These children have previously applied for school Nursery places and are on the Nursery waiting list.

Nursery

Children must be three years old by 31st August to start Nursery in the autumn term.

All children are offered the 15 hours free entitlement per week and children attend one three hour session per day either in the morning or the afternoon.

If there are more applications than places available the following criteria apply:

- statement of Special Educational Need
- looked after children in the care of a local authority
- sibling in the school
- address nearest the school.

Reception

We follow the Local Authority policy for admissions and parents are supported by the Family Support Team and Local Authority Admissions Officer to complete either a paper or online application form.

Equal Opportunities and Inclusion

The school's single equality duty is carried out in accordance with statutory requirements, to promote equality of access and opportunity for all children to learn and progress. We follow the school's policy on the identification of, and arrangements for, children with Special Educational Needs.

Liaison with Other Services and Agencies

We liaise with many services and agencies either for individual children or the school as a whole. These are some of our partner services and agencies:

- Special Educational Needs and Teaching and Support Services (SENTASS)
- Early Assessment Services Team (EAST)
- Educational Psychologists
- Speech and Language Team
- Speech and Language Therapists
- Health Team
- Early Years Consultants
- CYPs (Children and Young Person's Services)
- Road Safety Unit
- Visual Impairment Service
- Hearing Impairment Service
- Child Protection Team
- Community Street Officers

Health and Safety

Emergency Contacts

We ask for at least two up to date phone numbers so that we can contact parents, a family member or friend if a child has a serious accident or is ill in school. This information is recorded on the school admission form.

Jewellery

For health and safety reasons children are not allowed to wear any jewellery in the Early Years Foundation Stage.

Clothing

We expect children to wear school uniform every day. Black shoes, boots or trainers should be sturdy to allow children to run, ride, climb and play safely (flip flops and high heel shoes are not appropriate).

First Aid

First Aid is administered by practitioners with current First Aid qualifications. First Aid cabinets are located in all EYFS rooms. Minor injuries will be dealt with in school. Parents are contacted by telephone if their child has a more serious injury or becomes unwell. A written record of any injury is kept in school and a copy given to the parent for information.

Food Preparation

Children enjoy a healthy snack every day which is prepared in accordance with healthy and safety standards. Fruit and vegetables are washed prior to eating and children always wash their hands before eating. Children are involved in regular cooking and baking sessions and practitioners follow the same procedures to ensure food is safely prepared and consumed by children. This involves

- Cleaning hands, surfaces and utensils
- Cooking food properly
- Chilling food properly
- Avoiding cross contamination and the spreading of food poisoning bacteria.

Toilet Accidents

We encourage and support children to use the toilet independently, but spare clothes are available for the occasional accident. Parents are asked to wash and return these to school.

Medical Conditions

Parents are asked to inform us of any medical conditions their child may have or problems with hearing, speech or vision. These are recorded on the school admissions form. They are asked to keep us up to date with any changes.

Sickness

Parents are asked to keep their children at home if their child has sickness is vomiting or has diarrhoea, and not to bring them to school until at least 24 hours after the last episode as this helps to reduce the risk of infection.

Collecting Your Child

Parents are asked to always make sure a practitioner acknowledges them and knows they have collected their child. They are asked to collect their child on time to avoid anxiety or distress for the child. If a parent or carer is late in picking up their child they will be telephoned using the contact phone number they have provided. Emergency contact numbers will then be used if it is not possible to speak to the parents. The child will be looked after in school until they are collected. If parents are unable to collect their child they **MUST** let school know who will be collecting their child either by telling us at the beginning of the session or by telephoning the school. School rules state that children must be collected by a responsible person over the age **of 18 years**. If a child has not been collected and contact with the parents has not been able to be made then the school may contact social services.

Fire

Parents are asked to make sure they know where fire exits are in school and to read the fire notices in each room so that they will know what to do in case of a fire. In accordance with the school fire evacuation policy we carry out termly evacuation drills.

Missing Children

If a child goes missing, the head teacher and class teacher are informed immediately. One member of staff will telephone each area of the school and ask all staff to be vigilant and to contact the head teacher and class teacher immediately if the child is found. Any other available members of staff (leaving the rest of the classes with the correct adult child ratio) will search both indoor and outdoor areas in the Early Years Foundation Stage and Key Stage 1, then Key Stage 2. If the child is not found within 10 minutes, their parents and the police will be informed.

Safeguarding Policy

A copy of the school Safeguarding Policy is available for any parent or visitor on request. An annual audit of the safeguarding and welfare requirements is completed by the Early Years Leader to ensure all the statutory requirements are met. As outlined in the school e-safety policy all practitioners' mobile phones are kept securely in lockers throughout the day.

Complaints Procedure

A copy of our Complaints Procedure is available for any parent or visitor on request.

Heather Campbell
Headteacher

Tania Hetherington
Foundation Stage Leader Spring 2016
Due to be reviewed Spring 2017