



# **Chadsmead Primary Academy**

## **Early Years Foundation Stage Policy**

**Adopted**

**by Main Governing Body**

**Publication**

**Admin Share (H:), Master Policies, Early Years Foundation Stage**

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### 1. Aims

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experience between birth and age five have a major impact on their future life chances. High quality, early learning provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that must be met 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.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

### 2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

### 3. Structure of the EYFS

The Early Years Unit consists of mixed Nursery and Reception children aged 3-5 years. The Unit has a specialised Early Years teacher and a two highly qualified (level 5) Early Years practitioners who work closely with the class teacher. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

- **Receptions key worker- Class Teacher**
- **Nursery's key worker- Nursery Nurse**

Children will complete work both with their key worker as well as whole class activities.

The start of the school day for Early Years is 8.45am until 3.15pm.

### **Nursery sessions and additional costs**

All Nursery children are entitled to 15 hour sessions free of charge. These sessions for Nursery children are run over the mornings Monday- Friday. The start of the school day is 8.50am and will finish at 11.55am. If parents want to keep their child in school for the afternoon or lunchtime sessions please see the options and additional costs below.

Children who are eligible for 30 hours can spread the extra 15 hours throughout the afternoon sessions. The EYFS are very flexible with the afternoon sessions and will work with parents to provide them with the hours they need. Children who stay for the full sessions Monday- Thursday (8.50am-3.15pm) finish at 1.35pm every Friday, however children are able to stay until 3.15pm for an additional cost.

#### **Nursery Additional Hours (Child eligible for 30 hours provision):**

- £6 to stay until 3.15pm on a Friday.
- £2.58 per day with school dinner/ sandwich bag.
- Bring own packed lunch (no cost implication)

#### **Nursery Additional Hours (Child eligible for 15 hours provision):**

##### **Option 1**

Child remaining in school for lunch (11.55am to 1.15pm)

- £4 per day (with own packed lunch)
- £6.58 per day (with school dinner/ sandwich bag)

##### **Option 2**

Child remaining in school until 3.15pm

- £12 per session (with own packed lunch)
- £14.58 per session (with school dinner/ sandwich bag)

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language

- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

It is essential that our learning environments in Early Years are visually stimulating, safe and secure. We understand the importance of sharing the Early Years principles and practises with parents. This enables them to support their child's learning outside of school hours. Characteristics of effective learning are used and displayed in the classroom where children refer to them, explaining how they are learning. For example "I am being a preserving parrot because I am preserving with..."

The animals used for Characteristics of effective learning are:

- Go for it Gorilla- I will have a go.
- Preserving Parrot- I keep trying
- Proud Peacock- I am proud of what I do.
- Creative Chameleon- I have my own ideas.
- Exploring Elephant- I am an explorer.
- Choosing Chimp- I choose ways to do things.
- Concentrating Crocodile- I join in and concentrate.
- I Know Rhino- I play with what I know.
- Slinky Linky Snake- I make links.

#### **4.1 Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. All staff members discuss learning, keys skills and next steps for our children.

Practitioners plan activities that are organised into themes which take place throughout the year. Each theme is planned to encompass all of the 7 areas of learning. We aim to provide multi-sensory, relevant experiences which are delivered in active ways both in the classroom and outside in our playground. Our themes are on a two year cycle which

means the Nursery children who enter Reception will experience different themes from when they were in Nursery. We aim to adapt, amend and change our themes wherever necessary. This is dependent on the interests of each cohort or current events that are taking place, e.g. important festivals or celebrations.

The professional dialogue is fundamental for ensuring that all 7 areas of learning within the development matters bands are addressed. Daily discussions between teachers and classroom assistants take place to discuss further ideas that could be incorporated into the following day/week planning.

## **4.2 Teaching**

Each area of learning and development is implemented both indoor and outdoor through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Both Reception and Nursery have daily inputs which are delivered separately by both the class teacher and key workers. Children will then join back as a class and begin to learn further in the continuous provision. Free flow is provided for the children where they are able to move freely between the two classrooms as well as outdoors.

All children will have a long period of time in the provision before they join back into their key groups for a short session of maths, rhyme time or phonics which is planned based on children's needs.

All children will have daily phonics sessions where the children are split into groups according to their ability, where children are taught phases 1-4 (please see phonics policy for more information).

During afternoon session children are taught around the theme planning which covers the majority of the prime areas, understanding the world and expressive arts and design.

## **5. Assessment**

Our Assessment procedure is outlined in our Assessment Policy.

## **6. Working with parents**

The Early Years Team recognises that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We hold workshops every half term to show parents how we learn and how they can support their child at home. Workshops which are usually held are:

- Halloween/ Christmas crafts
- Phonics (Reading and Writing)
- Maths
- Stay and Play sessions
- Remembrance Day workshop with Grandparents
- Forest

These sessions are really valuable to both children and parents and we strongly encourage parents to attend all workshops.

Parental consultation evenings are held twice a year during the Autumn and Spring terms. These are essential opportunities to discuss each child's development and progress within EYFS. In July the children take home personalised reports which are based around the characteristics of learning.

Parents are encouraged to contribute to their child's learning through completing proud clouds which are sent home every half term. Parents are asked to read with their child at home daily and write a comment in their child's reading diary. Children have a weekly library session where they can choose a story book to take home so parents can read it as a bedtime story.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in the school safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Leanne Morton (EYFS Lead) and Gemma Grainger (Headteacher) every year.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy Section 31.0 (EYFS Framework)
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy (pages 4/5)
Emergency evacuation procedure	See: -health and safety policy -Chadsmead lockdown procedures -Code red evacuation procedure -Fire Safety management arrangements -Lockdown classroom instructions
Procedure for checking the identity of visitors	See: Policy & procedure for the checking the identity of visitors
Procedures for a parent failing to collect a child and for missing children	See: Uncollected children early Years Document
Procedure for dealing with concerns and complaints	See safeguarding policy Section 27.0 (managing complaints) See Community Academy Trust complaints policy