



EYFS Policy

William Stockton Primary School Early Years Foundation Stage (EYFS) Policy

***'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.'* Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The EYFS is based upon four principles: the unique child, positive relationships, enabling environments and learning and development.

Our Early Year's curriculum is based on the 'Statutory Framework for the EYFS' (April 2017). We assess the children on entry and build on the progress made in the children's previous setting. The curriculum is broken down into seven areas of learning:

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

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

There are three prime areas which are Personal Social Emotional Development, Communication and Language, and Physical Development. There are four specific areas of Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

Learning through play

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.' –Early Years Foundation Stage

At William Stockton we do not make the distinction between work and play and work on a model of Continuous Provision. We support children's learning through free and planned play activities in the indoor and outdoor environment. Adults support and facilitate the children's learning working alongside them through child initiated play and through planned focus activities.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At William Stockton the aim of the EYFS is to help children achieve these outcomes take from 'Every Child Matters' (2003).

We provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs

of the child, including children with additional needs.

- Provide a broad and balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in KS1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with parents/carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Monitor the children's progress and taking action to provide support as necessary.

The learning environment

'A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.' –
Early Years Foundation Stage

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We aim to make place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for inside and outside; children have the freedom to move between the inside and outside classroom. The learning environment is divided into a variety of different learning areas. Children are encouraged to become independent learners and take some responsibility for their own lines of enquiry and investigation.

Admission and induction procedures

Prospective parents can visit the school before, or when registering their children. Parents who accept a place in either Nursery and / or Reception are invited to a welcome meeting when the Head Teacher explains the admissions procedures and gives information about the setting. During this meeting information packs are handed out. Parents and carers can visit their new classrooms and meet their children's teacher.

The current process for admissions into Nursery is that children from the school waiting list are invited to start in a staggered intake during the first week of the term after their third birthday. Transition arrangements are made to suit individuals and may be on a phased basis initially to help the child settle.

The current process for admissions into Reception is that all children will be eligible to start school full time, regardless of their birth date, from September of the academic year they turn 5 years old.

Entry of children into school is arranged in a transition period of mornings for two weeks in July prior to the children starting full time in September.

Liaison with first educators (Parents and Nurseries)

A Home Visit is made for all children starting Nursery and those new to the school in Reception. Two staff members visit the child and parents at home. This is an opportunity to meet the child in their own environment and engage in some simple 'getting to know you' play activities. Parent provide information about the child's likes, dislikes, any concerns and their developmental milestones. Information from the Home Visit is used to help plan the transition process and first few weeks in school.

We have close links with local nurseries. Staff liaise with the child's Key Person from their previous settings to support transition.

Safeguarding and Child Protection (See school Child Protection, Safeguarding, Complaints, Food and Medicines policies)

Training

All staff within the Early Years are aware of, and follow the school policies for child protection and safeguarding. All staff receive Level 1 training and annual updates on safeguarding and being alert to the signs of abuse.

A designated member of the SLT responsible for EYFS is trained at Level 2.

It is the responsibility of the Governing Body and the Head Teacher to ensure that all employees are aware of their responsibility to report any allegation or possible concern of a child protection nature. Failure to report may (a) put a child at risk and (b) imply a breach of the employee's contractual duty. Staff must be aware of this procedure, understand their responsibilities and know where in the school a copy of the procedure is to be found.

Allegations against staff

A child who reports that they may have been abused by an employee of the school, must be carefully listened to in all circumstances. 'Listened to' means just that; on no account should suggestions be made to a child as to alternative explanations for their worries; neither should any member of staff attempt to question the child as part of any investigation, as this could lead to primary evidence for any future investigation being compromised.

First Aid and Food Safety

Within the EYFS there are designated members of staff with Paediatric First Aid and Food Safety Certificates. These are reviewed annually to ensure that a minimum of one member of staff per class holds these qualifications.

Administering medicines

School has a policy for administering medicines in school for managing health conditions. Staff within the Early Years are aware of, and follow this policy.

Equal Opportunities and Inclusion (See school Equality, Inclusion and SEND policies)

We aim to provide a safe and supportive learning environment where the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged. We use a wide range of teaching strategies, we differentiate the curriculum to meet children's individual needs and we carefully monitor children's progress.

Pupil Premium and Early Years Pupil Premium (See school Pupil Premium policy and PP and EYPP Grant Expenditure Documents)

The 'Pupil Premium' grant is funding provided to help schools support specific groups of children who may be in danger of making less progress than others. Its aim is to '**close the gap**' between how well children from low-income and other disadvantaged families do compared to their peers. How much pupil premium funding a school receives is determined by the number of children:

1. Eligible for free school meals (FSM)
2. Parents who serve in the armed forces
3. In local authority care.

Pupil Premium partly funds the following within the Early Years:

- Early Intervention, Family Support and Counselling from the school SENCO and Learning Mentor
- Staff CPD and the drive to continue the push to outstanding teaching
- Adult/Pupil Ratios: Continued commitment to retaining high level of Teaching Assistant support in EYFS
- ICT: The use of digital technologies to support learning, increasing engagement and creativity.

In addition to the above we offer the following Interventions:

- Talk Boost: Targeted small group teaching assistant support focused on listening and communication skills specifically in EYFS
- Wellcomm: Language screening and intervention support

- Speech and Language: Targeted 1:1 HLT/teaching assistant support focused on specific speech and language programmes as prescribed by Speech and Language Therapist

Measuring Impact

The impact of pupil premium activities across the school is incorporated in detailed analysis of pupil achievement, undertaken regularly and reported to school governors and on the school website.

Assessment and record keeping (See school assessment policy)

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 term of school to provide a baseline from which we track each child's learning. A Baseline judgement is made in the first half term of the children starting, this is based on observations of individuals and staff knowledge of the children. The children's progress is assessed each half term and is recorded on 'School Pupil Tracker Online' – supporting evidence is kept in Learning Journeys.

'School Pupil Tracker Online' summarises all formative assessment undertaken. Judgements using Ages and Stages from Development Matters are made for the child's achievements against the seventeen aspects of the EYFS curriculum. Data is entered half termly by the class teacher. Teachers undertake 'in house' and local cluster group moderation to ensure judgements are accurate. Phonics assessments are also carried out and tracked on SPTO.

Monitoring and evaluation

The EYFS Leader and SLT monitors planning, classroom organisation and practice to ensure there is consistency across the year group and that the policy is being implemented. Planning is reviewed constantly to incorporate new ideas and thinking and to improve the quality of learning. The Foundation Stage team have weekly meetings, there are regular opportunities to moderate work and review progress across the year group.

Parental partnership

EYFS staff work hard to build up open and productive relationships with parents and carers.

Parents are acknowledged as the child's primary educator.

There are opportunities for parents to chat informally with practitioners' at the beginning and end of each day. Parents receive newsletters and a termly topic overview. The school website also provides information of activities and learning.

There are more formal termly parents' evenings for staff to meet with parents and discuss children's learning and progress.

Governors

There is a designated Early Year's Governor whose responsibility is to liaise, support and monitor the early year's provision.

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 EYFS staff attend INSET and courses to further their professional development. Training needs are identified through the school improvement plan and performance management. Staff engage in team teaching, peer observations and live coaching as appropriate. Staff are supportive of each other and share ideas and resources.

Reviewed May 2017

Review date July 2018