

Beech House Infant School

Early Years Foundation Stage Policy 2017 / 2018

Introduction

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 experiences between birth and age five a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Introduction to Statutory Framework for the Early Years Foundation Stage 1

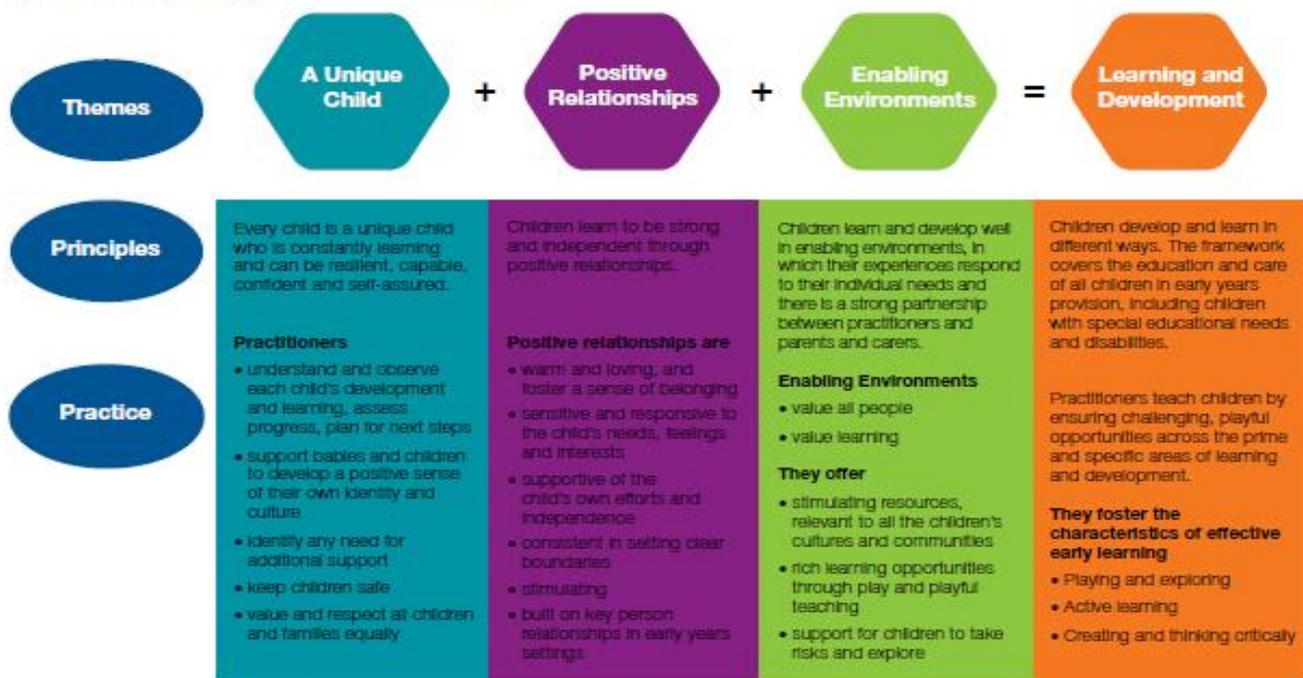
The overarching aim of the Early Years Policy at Beech House Infant School is to promote the principles of the EYFS Statutory Framework and The Development Matters in the Early Years Foundation Stage Guidance. (Revised Framework)

The Statutory document states the requirements for schools and early year's settings to support children's learning and development and safeguarding and welfare. The Statutory framework briefly sets out the educational programmes and the early learning goals for each area. It also makes it **mandatory** for practitioners to use the Characteristics of Effective learning to show **how** children learn.

The **Development Matters** in the Early Years Foundation Stage Guidance provides detailed guidance on observing what children are learning, plus examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area.

Themes, Principles and Practice

The four themes of the EYFS underpin all the guidance. This document - Development Matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.



Safeguarding

At Beech House safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. We do this through:

- Regular safeguarding training, including child protection training and updates for staff.
- ensuring we have EYFS staff trained in Paediatric First Aid (There is always at least one person with the children in school and on trips)
- safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about the behaviour of colleagues.
- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them is included in our school code of practice. *3:17 Statutory Framework Staff*
- all staff have the appraisal arrangements, training, support and skills development of staff. There is a separate Supervision Policy in place which is followed to ensure staff get time to reflect on their practice, report any problems and continue their professional development.
- the effectiveness of risk assessments and actions taken to manage or eliminate risks.

EYFS Provision in this setting consists of:

- the terms 'early years'/ foundation stage in this context refer to children in the reception class,

This policy reflects the main aims of the whole Bolton School Foundation which are:

Bolton School Aims

Bolton School seeks to realise the potential of each pupil.

We challenge, encourage initiative, promote teamwork and develop leadership capabilities.

It is our aim that students leave the school as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community.

We do this through offering:

A rich and stimulating educational experience which encompasses academic, extracurricular and social activities, a supportive and industrious learning environment for pupils selected on academic potential, irrespective of means and background.

EYFS Provision at Beech House Infant School

Staff in the early years are:

Teachers:

Mrs J Mees (Deputy Head and Beech House EYFS leader), Mrs K Shaw, Mrs S Bateson

Nursery Nurses:

Miss S Houghton, Ms S Stevens, Mrs L Hardy

SENCO: Mrs T Taylor, Learning Support Coordinator – Mrs K Shaw

Organisation of provision:

Early Years provision at Beech House is organised into 3 purpose built reception classes with 25 pupils in each. They all have access to the shared indoor area, an outside play space and a bathroom for each class. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years department, and the children also have access to other equipment and facilities throughout the school, e.g. computer suite, hall, library, music room etc.

Organisation and management of the learning environment:

In line with the principles of the EYFS (***unique child, positive relationships, enabling environments, learning and development***) our practice often starts with the child and their interests, abilities and skills. We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Teaching and learning is organised inside and outside the classroom including areas of continuous provision: Indoors provides role play, imaginative area, sand, water, small world, construction, malleable / sensory experiences, mark making, reading area, creative workshop, ICT, gross and fine motor skill development.. Outdoors provides opportunities to develop gross motor/fine motor, gardening skills, exploration and investigation, wildlife awareness and problem solving.

The practitioners plan for planned, purposeful play ensuring a good balance between adult led and adult directed activities following the needs and interests of the children in order to ensure learning is real, relevant and purposeful.

The learning environment enables children to demonstrate the characteristics of effective learning and adults to support the children in playing and exploring, active learning, and developing creativity and thinking critically.

Staff organise a range of experiences and opportunities based on 'real' events, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment

Equal Opportunities and Inclusion

At Beech House Infant School we are committed to equal opportunities and inclusion at all times. (See our whole school policies)

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into our KS 1 curriculum in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

3 Prime:

- personal, social and emotional development
- communication & language;
- physical development;

4 Specific

- literacy
- mathematics;
- understanding of the world;
- expressive arts and design;

The EYFS staff also ensure that activities reflect the **characteristics of effective teaching and learning** which are:

- **Playing and exploring** – children investigate and experience things and 'have a go'.
- **Active learning** – children concentrate and keep trying if they encounter difficulties and enjoy achievements
- **Creating and thinking critically** – children develop their own ideas, make links and develop strategies for doing things.

At Beech House we are working towards children achieving and in many cases exceeding the early learning goals by the end of the reception year. Development Matters age related bands (**Unique Child**) help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage. We use the Development matters **Positive Relationships** and **Enabling Environments** when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

The curriculum at Beech House Infant School has been developed in line with the EYFS requirements for long, medium and short term planning. Each area of learning is planned for and tailored to meet the specific needs of the children and their progression in learning. Self-evaluation and careful assessment means that the areas of learning, the learning environment and the characteristics of children's learning are all catered for. Staff aim to plan from the children's interests' wherever possible.

In the foundation stage we ensure our children receive a rich curriculum which includes opportunities to explore and develop an understanding of British values as part of their wider personal, social and emotional development. Each child is allocated a 'keyperson' and staff also aim to develop key skills for learning throughout the day such as listening carefully to staff and following instructions.

The staff also ensure that the children have many opportunities to become independent learners who enjoy a challenge! Throughout the day the children are able to access high quality resources and have opportunities to gather as a whole class as well as in smaller groups. Each day has a timetable with set routines in place. Guided reading and phased phonics groups are key elements of each week.

The wider curriculum at Beech House Infant School consists of;

- Educational visits and visitors, e.g. family members, members of the local community

- Opportunities to access the local and wider environment including shops, parks, countryside, libraries, nature days
- Links with local community organisations, e.g. local churches, mosques etc.
- Links with the wider school. Including the nursery, the junior and senior schools.

EYFS Planning

Our planning file includes:

Long term overview, medium term planning, planning for continuous provision indoors and outdoors, plans for literacy and maths etc and weekly short term plans.

The planning is annotated weekly and used to inform further planning and assessment to ensure optimum teaching and learning.

Observation and Assessment

On Entry Assessment

Children are assessed in a number of ways as they enter the Foundation Stage. A formal baseline assessment is used initially. At present the school uses 'Base'. Information is used to ensure planning matches the children's needs.

Information is gathered from previous settings, parents and other professionals to ensure staff are fully aware of the children's needs and abilities. Transition documents are passed up from other childcare settings.

Ongoing assessment

Observations, photographs, and children's work are recorded and these are used by practitioners to develop knowledge of individual progress, in order to inform future planning, e.g. talking to and listening to children, discussion with parents and participating in activities.

Samples of children's work along with photographs are kept to use as evidence and further assessment. All evidence throughout the year is kept in separate Learning Journey's for each child.

End of Year assessment

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority. The children are assessed against all 17 Early Learning Goals in each of the 7 areas of learning.

'Each child's development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile' Statutory Framework (2.7)

The transition period between both nursery and reception and nursery and year 1 is taken very seriously. Meetings with staff are arranged and the children are individually discussed at great length. Evidence (including the FSP scores) is passed up to support the assessment and all tracking is used to support it. Characteristics of Learning forms are also filled in and passed up to the appropriate teacher to ensure every child's learning style is catered for.

Reporting to Parents

At the end of the reception year, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.

Information is shared between staff and parents on an on-going basis throughout the year;

- through interactions at the beginning and the end of each day
- parents evenings
- Interim reports - Dec, April and full report in July, which includes the FSP results
- open evenings and afternoons

- learning journeys
- open door policy

Induction/Parental Engagement & Involvement

Once parents accept the place for their child they are invited to a number of meetings to prepare them. They are given a welcome pack which contains the following;

- Important dates, induction visits etc
- School guide
- A brief explanation of the reception daily routine and what and how their child will be learning.
- Uniform list and order form
- Forms to complete to ensure the children are kept safe (medical information, allergy information, contact numbers, list of people who will be collecting etc.)

Parents are informed about how the EYFS is delivered in the setting and how they can get more information. We discuss how children are supported and give details of where relevant policies can be accessed by parents,

The children are invited in to school for a visit prior to the summer holidays to meet the staff and explore the classroom.

Transition Procedures

Points of transition:

Nursery to Reception

This includes liaison with home / pre-school where information is transferred, visits to pre-school, open days, identification of key person and other staff. The children initially start with half days (usually 3 days)

Reception to Y1

Liaison with reception staff, transfer of information, Y1 staff visiting and children visiting Y1, identification of key staff used in Y1.

The parents are invited in to discuss any concerns, opinions they might have and are informed of the main changes of the national curriculum and the more structured approach to learning.

The children are also formally introduced to their new class teacher and have a taster session in their new classroom before they finish in July. The Year One teacher and Reception teachers meet and discuss children's ability (including FSP results), progress and characteristics of learning.

Liaison with other agencies

As children progress in reception their needs are identified and fully supported. If a child does have specific needs then they are given support from school and agencies where appropriate. The Learning Support co-ordinator is Mrs K Shaw and parents are supported to access help for their children.

Staff Development

All staff working in the foundation stage are conversant with EYFS principles, procedures for observation, assessment, and record keeping and planning.

All staff will have understanding of attachment theory and key person role. All permanent members of staff will be a key person to a group of children, '***Their role is to help ensure that every child's care is tailored to meet their individual needs ... to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.***' The class teacher is usually the main point of contact for curriculum matters.

In school staff have regular access to school based Inset, access to courses, clusters, national training and further qualifications.

The identification of training needs for teaching and non-teaching staff will take place through Performance Management and staff supervision meetings.

The Early Years co-ordinator will ensure that:

- ◆ Appropriate dissemination of training/materials/good practice takes place regularly.
- ◆ A record of INSET activities is maintained.
- ◆ Teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support.
- ◆ Regular staff supervision meetings are held.

Resource Audit

The Early Years Department is well equipped with equipment for both indoors and outdoors. The equipment is tested and checked regularly and replaced where necessary. All staff working within the setting are responsible for checking the equipment, keeping it clean and ensuring it is of a high standard. At the end of each half term all toys and resources are emptied, cleaned and sterilised to ensure safety of disease management and good standard of health and safety.

Reviewing the Early Years policy

The head teacher and staff will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances /legislation.

The governor responsible for the EYFS provision in Bolton School is Mrs C Topham.

Policy review date	September 2017
Next review due	September 2018
Policy written by	Tracey Taylor – Head of Beech House
Effectiveness of policy reported to	Miss S Hincks – Headmistress of Bolton School Girls Division