



# Early Years and Foundation Stage Policy

**Signed:**

**Chair:** *S. Phillips*

**Head:** *D. Beardsmore*

**Date:** 2<sup>nd</sup> February 2023

**Review date:** February 2025



## **Churchfields Primary School**

### **EYFS policy**

#### **Introduction**

‘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 Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Churchfields Primary School children are admitted into Nursery on the term after their third birthday and enter reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives.

#### **Aims & Objectives**

We aim to support all children to become independent and collaborative learners and to begin their curriculum journey. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Churchfields Primary, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do
- It ensures that no child is excluded or disadvantaged
- It uses routines to support good behaviour so that all children learn disruption free
- We teach crucial knowledge so that children can understand what they are learning so ‘know more, remember more and apply this in continuous provision
- It acknowledges the importance of a full working partnership with parents and carers.

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships



- Enabling Environments
- Learning and Development

## Curriculum

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

- Personal, Social and Emotional Development
  - Self-regulation
  - Managing Self
  - Building relationships
- Communication and Language
  - Listening, attention and understanding
  - Speaking
- Physical Development
  - Gross motor skills
  - Fine motor skills

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
  - Comprehension
  - Word Reading
  - Writing
- Mathematics
  - Numbers
  - Numerical patterns
- Understanding the world
  - Past and present
  - People, culture and communities
  - The natural world
- Expressive arts and design
  - Creating with materials
  - Being imaginative and expressive



### **Early Reading and Writing**

Reading is at the heart of our curriculum in Early Years, with the teaching of phonics. We use jolly phonics, a systematic synthetic phonics programme that teaches our children to read accurately and fluently and supports good comprehension. Our approach to phonics also supports spelling and early writing, setting our children up with solid foundations for developing as readers and writers. We teach our children correct pencil grip and how to sit at a table.

Stories and poems allow our children to experience powerful, high quality literature and develop a love for reading. Vocabulary is developed both through the reading and also through the direct teaching of core words and knowledge, which then further develops communication.

### **Early Maths**

Teaching early maths is also a priority. The children learn through White Rose Maths. There is a high focus on number fluency and secure understanding of 1-10.

### **Teaching**

Children are provided with crucial knowledge in the early years, through direct teaching, which forms a strong foundation for learning and accessing continuous provision.

We directly teach mathematics 4 times a week, reading and writing every day through phonics and additional Literacy sessions 4 times a week. We combine direct teaching including explicit modelling, with varied and wide opportunities for application and practise so our children can consolidate their knowledge.

Children can talk about what they learn because they are equipped with the words and knowledge needed to get the most out of the continuous enhanced provision. For example, children can learn through play that: in water objects can sink or float, what heavy and light feel like and the difference between wood and metal. A foundation of crucial knowledge needs to be provided if children are to be successful in their interactions and explorations.

There is a set structure to the day that involved whole class carpet time, focused small group work and individualised support. This also gives children a consistent start to school life and a routine that is reassuring and calming.

### **Assessment**

During the first half term in Reception , the teacher assesses the ability of each child using a baseline test. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.



Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

The teacher keeps progress records and learning journals and records examples of each child's work. These progress books contain a wide range of evidence that we share with parents at each parental consultation meeting.

Tracking grids are updated at the end of each term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be just working towards, comfortably working within or securely working within the Development Matters age-bands.

At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

### **Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting Reception / Nursery – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to

- To go through the school handbook which will have been posted to parents as soon as a place has been allocated
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Purchase uniform and book bag if requested
- Explain the arrangements for the induction in to reception with taster sessions and an invite to the teddy bears picnic.

We prepare children for transition through:

- Home visits
- Telephone calls
- Seeking feedback from other settings
- Visiting other settings
- Home/school communication prior to learning
- Visits to the setting



In September, children start attending full sessions. As a result of the induction programme, many children settle quickly in to school. However, practitioners are happy to discuss individual needs to ensure the best start for every child.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them.

Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term.

### **Safeguarding & Welfare**

'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 EYFS 2014)

At Churchfields Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

We use the CPOMS system to record concern.

### **Keeping Safe**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

### **Intimate Care**

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse of all children requiring intimate care.



Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins reception at Churchfields

### **SEND and EAL**

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate. The EYFS lead will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support. The school will take reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

### **Responsibilities**

The governing board will be responsible for:

- Ensuring there is a robust framework in place
- An appropriate curriculum including phonics
- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. (These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography and Images Policy.)
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff or a volunteer. These issues are addressed in the school's Staff Code of Conduct policy and Vexacious Malicious Complaints Policy
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the headteacher, will have responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff and volunteers, will be responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

### **8. Health and Safety; and Safeguarding:**

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. We follow the safeguarding and welfare



## Churchfields Primary School EYFS Policy

requirements detailed in the Early Years Foundation Stage Statutory Guidance (2017) <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> and there is a section in our school Safeguarding Policy that directly refers to practice in the EYFS.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with Churchfields Primary School Safeguarding Policy. Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We are a healthy school, and our children receive free fruit and milk from a Government scheme which each child is entitled to up until the day they turn five years old. After that a charge is applied.

All children in Reception can have a school lunch which is free but carries a charge for Nursery aged children. Children can bring their own packed lunch.

We have a kitchen in the Nursery which no child is allowed to enter and is secured with a safety door.

Daily health and safety checks are carried by the Site Supervisor as well as all EYFS staff to ensure the provision is safe for all children. We prioritise children's safety; we believe children should learn and thrive in a safe and happy environment.

We take all accidents seriously and always log and phone home as soon as possible if a child bangs their head. We have cold compresses stored in the Nursery freezer.

We encourage all children to start school without nappies but will support any children struggling with this. We acknowledge that young children often have 'accidents' (i.e., wet themselves!) and have stocks of spare clothes and change anyone who needs it. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed.

All large climbing equipment is checked by our site officer and fire alarms are held regularly in line with whole school policy. There is an annual external check of equipment.

### **Monitoring**

Effective implementation of this policy is monitored through  
Trust Reviews  
School Visits  
Data and Outcomes