

Jennett's Park CE Primary School

Early Years Foundation Stage (EYFS) Policy



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1. Aims

At Jennett's Park CE Primary School, we aim to ensure that all children:

- Flourish and achieve under God's love.
- Experience and live life in all its fullness.

At Jennett's Park CE Primary School, we aim to serve the common good by:

Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Jennett's Park CE Primary School's EYFS Policy aims to ensure that children in the EYFS:

- Witness positive relationships and partnership working between practitioners and parents/carers
- Feel included, secure, valued and part of the wider school family
- Access a carefully planned, broad and balanced curriculum, that reflects the school's Rainbow Values and Learning Owl Behaviours, in order to enable them to develop a range of knowledge, skills and understanding needed for good progress through school and life
- Experience high quality and consistent teaching and learning opportunities so that every child makes good progress and no child gets left behind.

2. Legislation

This policy is based on the requirements set out in the 2017 Statutory Framework for the Early Years Foundation Stage, the 2012 non-statutory guidance, Development Matters in the Early Years Foundation Stage, and the annual publication of the Assessment and Reporting Arrangements (ARA).

3. Structure of the EYFS

Jennett's Park CE Primary School offers 52 part-time Nursery sessions for 3 and 4 year olds and 60 full-time Reception class spaces for 4 and 5 year olds. In Nursery, we currently accept the 15-hour funding and offer 3 hours a day, five days a week in either our morning or afternoon session. Admission into the Nursery class is a separate process and is not related to admission into the main school.

Leadership	Head and Deputy-Head			
	Assistant Head and SENCo			
	Early Years Phase Leader			
Year Group	Nursery		Reception	
Class Name	Rose Finches	Fire Finches	Robins	Woodpeckers
Max. in class	26	26	30	30
Usual staffing	1 x QTS 1 x NNEB 1 x NVQ3	1 x QTS 1 x NNEB 1 x NVQ3	1 x QTS 1 x LSA	1 x QTS 1 x LSA
Start time	8.45am	12.30pm	8.45am Doors open 8.40am	
Finish time	11.45am but carer can collect from 11.30am	3.30pm but parent can collect from 3.15pm	3.15pm	
Lunch time	Currently N/A	Currently N/A	11.30 – 12.30pm	

Transition into School

During the summer term we run parent meetings and offer child and parent visits to the school in order to support children as they start their transition into school. Reception staff also visit new children in their current settings.

At the start of the academic year (or term if Nursery) we invite parents and carers into school with their children to take part in a one-to-one visit with the staff in order to get to know them better. We also offer home visits, by request, during this time. During the 1-1 meeting Nursery staff devise an individual transition plan for each child taking into account the needs of the child.

Reception children follow a reduced timetable for the first two weeks of school in order to support their transition into the school environment. Reception children start on the same day and stay until 12 noon. Their day is then extended to include lunch, and then again to meet the full-time timetable. We know that there are a number of children for whom this may be too

quick a transition into full time school life and so encourage parents to speak to class teachers if they wish their child to remain part-time.

Parents can defer their child's start to school until they are of Compulsory School Age (term after their fifth birthday). If a parent wishes to do this we ask they make an appointment to meet with the Headteacher.

Please see Transition Policy for more information.

4. Curriculum, Planning and Teaching

Please see: Statutory Framework for the Early Years Foundation Stage – The Learning and Development Requirements (Section 1), and Development Matters in the EYFS.

Learning and Development

Our Early Years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS and detailed within the Development Matters in the EYFS Guidance.

The EYFS framework includes the Characteristics of Effective Learning and 7 areas of Learning and Development. The areas of learning are all 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 (including Phonics)
- Mathematics
- Understanding the world
- Expressive arts and design

For more information relating to how we teach Phonics and Reading, Writing and Maths please see our Phonics Statement and parent information.

The Characteristics of Effective Learning underpin all learning, development and progress that happens throughout the Early Years. They are:

- Playing and Exploring – Engagement
- Active Learning – Motivation
- Creating and Thinking Critically – Thinking

Intent, Implementation, Impact

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and plan activities and experiences that enable children to develop and learn effectively.

Continuous provision linked to each of the seven areas of learning and development is implemented throughout the environment in a planned and purposeful way. The environments are stimulating and challenging and aim to encourage children to want to play and demonstrate their learning and understanding.

Through a mix of adult-led and child-led activities, practitioners are able to respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

The nature of the EYFS planning cycle ensures staff follow a plan/do/review cycle constantly both when interacting spontaneously with children and when planning objective-led opportunities to support children's learning.

A Unique Child

Staff take into account the individual needs, interests, and stage of development of each child and use this information to plan stimulating and challenging experiences and activities. Practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff aim for a balance between both adult-led and child-initiated learning and pre-planned and 'in-the-moment' opportunities. Where the learning experience is pre-planned and objective-led, staff have taken into account previous summative assessments, prior knowledge of the children and any learning gaps identified. Where the learning experience follows an 'in the moment' approach, staff will utilise their Early Years' expertise and their knowledge of the individual child, alongside immediate formative assessment, to guide and support the learning.

Inclusion

All EYFS staff ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice. All pupils are involved in celebrating differences in religion, culture and languages. Children are encouraged to talk about and share things that are important to them.

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. EYFS staff meet regularly with the EYFS SENCO to review and discuss individual children as required. All EYFS staff work closely with external agencies, such as School Nurse, Speech and Language, Occupational Therapy, Child Development Centre in order to ensure all children make progress.

Positive Relationships

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.

Each child is assigned a key person who oversees their learning, development and care. This is usually your child's class teacher, although in some circumstances this may be another member of staff who works closely with your child throughout the week.

The key person will support parents/carers in guiding their child's development at home and can help families to engage with more specialist support, if appropriate.

All EYFS staff aim to foster warm and caring relationships with the children in their care. We encourage children to build relationships with all staff as part of a healthy and balanced approach to making relationships. We acknowledge that our youngest children rely on the consistency of a key person to ensure they feel safe and secure and we provide this support sensitively and in partnership with parents.

Enabling Environments

Our EYFS environment includes our inside and outside learning spaces. Children have separate classroom bases and a shared outside learning environment. Both inside and outside should be a purposeful learning space, set up to reflect the seven areas of learning and development and actively promoting positive development of the Characteristics of Effective Learning.

Teachers undertake an Environment Audit each half-term to ensure their environments are best organised and planned to support the children's current learning and challenge for next steps of learning.

Within the classroom, children are exposed to high expectations in all aspects of their learning and development. They are surrounded by high-quality, Literacy-rich and Numeracy-rich materials and display, and they see their Rainbow Values and Owl Learning Behaviours reflected and praised.

Within the EYFS environments children will identify learning and scaffolding linked to: Spectacular Stories and Wonderful Writing (including Phonics and Oracy), Marvellous Maths and a Reflection/Prayer Space. Children will know how to use their environment to support them in their learning journey.

5. Assessment

Please see: Statutory Framework for the Early Years Foundation Stage – Assessment (Section 2).

Teachers must follow Jennett's Park CE Primary School Assessment Policy and Procedures linked to target setting, moderation and the collecting of data.

At JPCE ongoing, formative assessment is an integral part of the learning and development process. EYFS staff continuously observe pupils to identify their level of achievement and next steps, as well as their interests and learning styles. These observations are used to shape future planning and move children's learning on.

When making judgements about a child's level of development, practitioners will take into account observations shared by parents/carers. Staff may need to have further conversations with parents/carers if there is a mis-match in skills seen at home and at school in order to explore the reasons behind this and to try to best help and support the child.

Summative Baseline Assessments are carried out during the child's first half term at school. We aim to assess Prime Areas within the first four weeks, and Specific Areas within the first half term.

All practitioners feed into a child's Learning Journey throughout their time with us. Some of this will be anecdotal evidence, where staff use their knowledge of individual children to reflect upon and agree aspects of development. Staff will also collate a selection of work in order to best represent and demonstrate a child's progress through the year, to highlight application of the Characteristics of Effective Learning and, when in Reception, to evidence their attainment in relation to ELGs.

EYFS data is collated and analysed termly in line with the school assessment timetable.

Statutory Assessment in the EYFS

Children receive a statutory Progress Check at age 2 and a second statutory assessment is completed at the end of the Reception year. This is known as the Early Years Profile.

The Progress Check is a written summary of your child's development in the three Prime Areas undertaken between the ages of two and three. It is helpful if parents choose to share this assessment with the school as it helps us plan for your child's next steps.

At the end of the EYFS (no later than June 30th of child's Reception year), staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents/carers. The results of the profile are shared with parents/carers alongside a written report linked to the child's Characteristics of Effective Learning. This assessment is also passed to Year 1 teachers in order to support children's transition into Key Stage 1.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers and we aim to establish a regular, two-way flow of information between parents/carers and school. We encourage parents to share important information with us, to record 'Wow!' moments from home, and to contribute to their child's learning journey throughout their time with us.

Parents/carers are kept informed and up-to-date with their child's progress and development in a variety of ways, including:

- Daily conversation and feedback
- Weekly 'Marvellous Me' updates sharing the week's learning
- Half-termly curriculum news and planning
- Half-termly Stay & Play/Assembly for parents/carers
- Termly summary of child's progress and next steps
- Termly meeting with teacher
- End of Nursery/Reception written report
- End of Reception EYFS Profile
- Parent Meetings and Workshops

7. Safeguarding and welfare procedures

Please see: *Statutory Framework for the Early Years Foundation Stage – The Safeguarding and Welfare Requirements (Section 3)*.

Child Protection

Staff should be aware of their statutory duty to keep children safe and act accordingly at all times. Staff must be alert to any issues for concern in a child's life at home or elsewhere. Our Safeguarding and Welfare procedures are outlined in our Safeguarding Policy and Procedures.

All staff must familiarise themselves with the publication *Keeping Children Safe in Education* and the *Prevent Duty Guidance for England and Wales*.

Staff should know the school's Designated Safeguarding Lead and Deputy (DSL) and also the school's 'My Concern' reporting system.

Staff Qualifications and Ratios

For children aged three and over in Nursery classes in schools, there must be at least one member of staff for every thirteen children, at least one member of staff must be a school teacher and at least one other member of staff must hold a full and relevant Level 3 qualification.

When a person with QTS is not working directly with the children, there must be at least one member of staff per eight children, at least one member of staff must hold a full and relevant Level 3 qualification and at least half of all other staff must hold a full and relevant Level 2 qualification.

Reception classes are subject to the infant class size legislation of 30 pupils per school teacher.

At least one person who has a current Paediatric First Aid Certificate must be on the premises at all times when children are present and must accompany children on outings. At least one member of staff in each EYFS classroom will be First Aid qualified.

Health

Our First Aid procedures, including accidents or injuries, the administering of medicine and Sun Protection, are outlined in our First Aid Policy.

Fresh drinking water is available at all times and children are encouraged to bring a named water bottle to school each day. Cups are available for those who forget and are washed after each use. Fruit is stored in a cool, dry place or in the fridge as required. Milk is stored in the fridge. At least one member of staff holds a Food Hygiene certificate.

Safety

Risk assessments of the inside and outside environment are in place and updated regularly. These include additional guidance for use of cameras and mobile phones.

Equipment and site inspections are undertaken regularly, including daily checks by the site manager and EYFS staff.

Children should be taught to use resources and equipment safely and all damages should be reported to the Early Years Leader/Site Manager/School Office as appropriate.

Staff should be aware of the correct procedures to follow in the event of an emergency (for example emergency evacuation or Lock Down). Our Health and Safety requirements and procedures are outlined in our Health and Safety Policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Leader at the start of every academic year.

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Transition	See Transition Policy