

Seascape Primary School



Whole School Policy for EYFS

2019-20

Early Years Foundation Stage at Seascope Primary School

Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and 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 (EYFS) applies to children from birth to the end of the reception year. Our Early Years Foundation Stage at Seascope Primary School accommodates children aged between 2 and 5. Children can be admitted to our Rainbow Room from 2 years old, our nursery accommodates our 3 and 4 year old children and children are admitted to reception in the September following their fourth birthday.

We believe that early childhood is the foundation on which children build the rest of their lives. At Seascope Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

Role of the EYFS Lead

The EYFS Lead works to support all the staff in the Early Years. This can include:

- Preparing a draft policy for staff discussion
- Advice
- Help in planning
- Coaching and mentoring
- Yearly EYFS development plan

- Action plan
- Leading staff meetings
- INSET
- Co-ordinating resources
- Monitoring and evaluation resources
- Monitoring teaching and learning within EYFS
- Monitoring EYFS assessment within the school tracking system and reporting of end of year data for reception
- Reviewing teacher plans and children's records.

Aims and Objectives

We aim to support all children to become independent and collaborative learners. 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.

As Early Years Educators at Seascope Primary School 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 One and beyond. Enabling choice, decision making and fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and next steps and helping each child to progress. We will use a variety of assessment methods including ongoing and more formalised observations.
- Develop positive 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.
- Provide staff who will care for children resources which are clean, well-cared for and safe.

In fulfilling these aims we recognise that how children are encouraged to learn is as important as what they learn, and that purposeful play is a young child's work.

The Early Years education we offer is based on the following principles:

- It takes into account a range of starting points and matches learning appropriately.
- It builds on children's prior learning and experiences.
- It provides a safe and caring environment which is inclusive of all children.
- It recognises the importance of every member of staff in supporting the transition process from the Rainbow Room to Nursery, from Nursery to Reception and from Reception into Key Stage One.

The Early Years is based on 4 themes:

- A unique child
- Positive relationships
- Enabling environments
- Learning and Development

A Unique Child

At Seascope Primary School we recognise that each child is a unique learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways at varying rates. Children's attitudes and dispositions to learn are influenced by feedback from others; we use praise and encouragement, as well as

celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion- We value the diversity of individuals within the school and believe that every child matters. All children at Seascope Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

Our EYFS follows the guidance set out in Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years. This places an emphasis on child and parent involvement and early identification and intervention. We recognise the need to plan for each child's individual learning requirements, including those who need additional support or have particular needs, long term medical conditions or disabilities.

In the Early Years we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the key stage. We do this through:

- Planning weekly experiences for our children, building on their previous knowledge and experiences to develop new interests;
- Using a wide range of teaching strategies suited to the needs of the children;
- Using an 'Experience Passport' offering shared experiences and opportunities for the cohort of children across the year;
- Planning challenging activities suitable for all pupil groups;
- Planning suitable activities based on the interests of children to motivate and inspire;
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

At Seascope Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking during induction and welcome to school meetings before their child starts school.
- Arranging home visits to meet parents and children where necessary.
- Arranging visits by the reception teacher to children's nursery setting who do not attend our nursery.
- Providing a parent handbook.
- Inviting parents and carers into school for stay and play sessions at the beginning of term.
- Weekly Friday morning coffee mornings in school.
- Holding 3 parent and teacher consultations throughout the school year.
- Operating an open door policy allowing time for discussions with the EYFS team before or after school daily.
- Appointment system used for meetings with SLT.
- Sending a written end of year report to all parents at the end of Rainbow Room, Nursery and Reception.
- Written contact through half termly school newsletters.
- Parents are invited to a range of activities during the year such as Christmas performances, harvest, assemblies, sports day etc.

Enabling Environments

At Seascope Primary School we recognise that the environment plays a key role in supporting and extending children's development, where a child feels confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

We offer our children a balance of planned for, adult initiated activities and experiences as well as independent child led learning and play. We encourage children to be self-confident in leading their own learning offering the chance to make choices and decisions independently. All children in our EYFS have experience free flow play where they can choose to learn indoors or outdoors. We offer a safe learning space and our resources and areas are checked regularly.

Curriculum and Intent

The EYFS Curriculum- Our curriculum in Early Years reflects the areas of learning identified in the Early Learning Goals.

There are 7 areas of learning and development that must shape educational provision in Early Years settings. All areas of learning are important and are inter-connected and therefore none of the areas of learning can be delivered in isolation to another.

They require a balance of adult led, adult directed and child initiated activities in order for most children to reach the levels required at the end of the Early Years.

The three prime areas are:

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

Staff will also support children in four specific areas, which will help to strengthen the three prime areas. They are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

During the child's experience of our Rainbow Room and Nursery the focus will be mainly on the 3 prime areas of learning, this shift will change towards the end of the Reception year where the focus of all areas of learning become more equal.

Our Reception pupils will also experience a daily phonics session following the Read Write Inc. programme and will also receive a daily maths session.

Nursery children will participate in a daily maths or phonics session. Phonics in our Nursery uses the Letters and Sounds document and is based on early phonics with a music focus.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective learning:

Playing and Exploring

- Children will have the opportunity to investigate and experience things, and 'have a go'.

Active Learning

- Children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Creating and Thinking Critically

- We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing this.

Planning

The Early Learning Goals provide the basis for planning throughout the Early Years. Teachers use the national schemes of work, where appropriate, to support their planning for individual children. Topics and themes are also used to interest children, experiences are planned as a hook to excite and motivate children within their learning. In our EYFS, children's interests and opinions are valued and planning is often carried out in the moment, allowing children to lead their own learning where appropriate.

Observations

Our Early Years staff use observations as the basis for their planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning alongside planned for experiences to motivate and engage. Relevant and significant observations are recorded in the children's Learning Journeys. At Seascope Primary School staff use a paper book learning journey which includes observations, photographs and evidence of children's work. Staff also collect evidence of observations in a class floor book which includes photographs and write ups of group activities as well as evidence of children's voice.

Assessment

Assessment in the Early Years setting is an ongoing process beginning with an on entry assessment which is started within the first six weeks of a child's entry to the setting. Our assessments are mainly made through play based observation and teacher judgement. We input this data termly into the whole school assessment system, SIMS. The Early Years team analyse this data which is used to produce next steps and inform future planning.

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 also share this information at parent teacher consultations and on the end of year report.

The Learning Environment

The Rainbow Room, Nursery and Reception classrooms are organised to allow children to learn securely and safely. There are specific areas where children can be active, be quiet, be creative etc. Children have access to both indoor and outdoor provision across the day; this has a positive effect on the children's development. Our Rainbow Room has its own small outdoor area suitable for our 2 year old children. Our Nursery and Reception share a large outdoor space, this also helps ease the transition for children moving between nursery and reception. As we are an OPAL school we offer our nursery children the opportunity to learn outdoors in our wider school grounds every Friday morning. This experience allows children to explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition from home or previous setting into school, ensuring it runs as smoothly as possible for the child and their family.

In our Rainbow Room, Nursery and Reception children are invited to a stay and play taster session before their official start date. Staff are on hand to meet and greet parents with their children and answer any questions they might have. Parents are given the opportunity to come into nursery with their child and settle their child before leaving.

Parents of all children starting in the next academic year will either be invited to an Induction meeting in the Summer Term to meet their child's new teacher or key person, and/or offered a visit to their home or previous setting. This will be dependent on the numbers starting school.

This is an opportunity for staff to go through:

- To go through the school handbook
- To explain the school uniform policy
- To explain holidays and absences
- Answer any questions the parent/carer may have
- To explain any arrangements for start dates
- To talk to the parent/carer about the school and their expectations of the Early Years.

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 to them. Reception children will have taken part in regular whole school assemblies and shared lunch time break with the wider school. Children will also have the opportunity to visit their new classroom and teacher regularly before the summer break.

Safeguarding and 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 Seascope 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 the 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 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.

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. More information on this can be found in the school's safeguarding policy.

Healthy Eating

All children in our Rainbow Room, Nursery and Reception are provided with a healthy snack each day as well as being given the choice of water or milk. Water is available for children at all times, in Reception this is a self-serve basis to promote independence. School dinners are also provided free of charge for Reception children and £2.46 per day for full time nursery children. Our kitchen menu can be found online on our school website.

Reception children also take part in daily Jump Start Jonny sessions as well as weekly PE lessons.

Hours and Pricing

Reception

All of our Reception children attend school for full days from their

start date in September. Monday to Friday 8.50am to 3pm. After school clubs are breakfast clubs are available free of charge, more information can be given by office staff.

Nursery

Our Nursery offer of 15 hours is a choice between:

- mornings (8.50am-11.30am) or
- afternoons (12.30pm-3.20/30pm)

Our half day sessions are £20 plus £2.46 for lunch

Children entitled to 30 hours will attend 8.50am-3.00pm

EYFS Breakfast club also runs in our nursery setting between 8.00am-8.50am for the cost of £1 per day

Intimate Care Plan

‘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 themselves after using the toilet, and changing following an accident. In most cases, intimate care is to do with personal hygiene and a log is completed each time this is required.

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 (Intimate Care Plan) of the parent/carer.

Equal Opportunities

All teachers and non-teaching staff at Seascope Primary School are responsible for ensuring that all children, irrespective of gender, ethnicity, ability and social background have access to the whole

curriculum and make the greatest possible progress. All children from entry into the nursery setting until the end of the reception year have equal access to the Early Year's curriculum through any one academic year. Day to day monitoring or the provision of equal opportunities is the responsibility of the class teacher. General monitoring is the responsibility of the Head Teacher.

Monitoring and Review

It is the responsibility of those working with EYFS children to follow the principles stated in the policy. The Head Teacher, Mrs Emma Rowntree, the senior leadership team and the EYFS Lead, Miss Charlotte Norman, will monitor EYFS provision as part of the whole school monitoring schedule.

This policy will be reviewed in September 2020 or earlier if circumstances require it.

Written by: Charlotte Norman EYFS Lead

Date: February 2020

To be reviewed: September 2020