

**Early Years Foundation Stage Policy**

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# 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 have 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”

Statutory Framework for EYFS September 2021

At Old Park we follow the Statutory Guidance for EYFS, September 2021.

Education is the key to every child’s future success. It has been recognised that the Early Years are critical in children’s development. Children develop rapidly during this time-physically, intellectually, emotionally and socially. All children should be given the opportunity to experience the very best possible start to their education.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our nursery the children join us for either 15 or 30 hours.

In the Reception class the children attend school full time with smaller groups for the first week.

. Four guiding principles should shape practice in early years settings.

These are:

• Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured .

• Children learn to be strong and independent through positive relationships.

 • Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

• Importance of learning and development. Children develop and learn at different rates.

### Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Old Park Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. The Foundation Stage Unit follows the schools’ Inclusion policy. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are gifted and talented, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

* planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
* using a wide range of teaching strategies based on children’s learning needs;
* providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
* providing a safe and supportive learning environment in which the contribution of all children is valued;
* using resources which reflect diversity and are free from discrimination and stereotyping;
* planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
* monitoring children’s progress and taking action to provide support as necessary.

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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

### 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.”

At Old Park School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

∙ Promote the welfare of children by following the school’s safeguarding policy.

∙ Promote good health, preventing the spread of infection and taking appropriate action when children are ill. Provide medication or special requirements for children with specific medical needs working with parents. Promote the importance of good oral health in children through teaching and working alongside parents and medical professionals.

∙ Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.

∙ Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so. Ensure ratios are met as appropriate.

∙ Ensure that the premises, furniture and equipment is safe and suitable for purpose.

∙ Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

∙ Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children. We endeavour to meet all these requirements.

### Positive Relationships

At Old Park Primary School we recognise that children learn to be strong, independent and form secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

#### Parents as Partners

We recognise that parents are children’s first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played and their future role, in educating the children. We do this through:

∙ Talking to parents about their child before their child starts in our school.

∙ Offering parents regular opportunities to talk about their child’s progress, sharing Learning Journey information on a regular basis and encouraging a two-way dialogue through the child’s online learning journey.

∙ Encouraging parents to talk to the child’s teacher if there are any concerns. There are formal meetings for parents to discuss the child’s progress in private with the teacher, twice times a year. Parents of Foundation children receive a report on their child’s attainment and progress at the end of each school year.

∙ Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Family Learning, Inspire Workshops, Class assemblies and Sports Day.

∙ Regular communication via Tapestry, letters and email.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teachers act as ‘Key Persons’ to all children in EYFS, supported by the Teaching Assistants.

 The EYFS teachers meet with staff to discuss new intake children. The Foundation Stage Unit work closely together to ensure continuity and collaboration.

##### Enabling Environments

At Old Park Primary School we recognise that the environment plays a key role in supporting and extending the children’s development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children’s learning and develop key skills for lifelong learning.

##### Observation, Assessment and Planning

The Long Term Planning within the EYFS is based around termly and weekly themes. These plans are used by the EYFS teachers as a guide for weekly planning. However, the teacher may alter these plans in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. Therefore planning is more short term and can change quickly ‘In the moment’.

We aim to prepare children for school and endeavour to teach the skills required for ‘School Readiness’. We follow many of the schemes adopted by KS1 and 2 such as Penpals handwriting scheme, Jigsaw well-being and White Rose Maths. This ensures that children are ready to move to their next stage of learning with the skills and knowledge needed to succeed.

We make regular assessments of children’s learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are sometimes recorded using ipads and the Tapestry software. This information is shared regularly with parents. Other assessment information is recorded on Arbor and is used to track progess. We believe any assessment in EYFS should not entail prolonged breaks from interaction with children.

The Reception Baseline assessment is carried out with children in the first half term of Reception where appropriate. This provides valuable information for the class teacher about each child and their next steps in learning.

At Old Park Primary School, we track each child’s individual progress in all areas of learning to check if children are ‘on track’ with their learning and development overall. Nursery will place a greater focus on developing the Prime areas of learning, shifting to a more balanced approach of all seven areas in Reception where appropriate.

Reception children will be assessed against the Early Learning goals at the end of their Reception year. This information will be shared with parents and the child’s next teacher. The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. Instead, the ELGs support teachers to make a holistic, best-fit judgement about a child’s development, and their readiness for year 1.

Reception teachers will be responsible for writing a short report about each child’s characteristics of learning. This report will be shared with parents and with year one teachers to ensure a smooth transition into KS1. Regular transition work is carried out between the Reception and Year One Teachers to ensure smooth transition between EYFS and KS1, including moderation, observations and discussions.

###### The Learning Environment

The EYFS areas are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Children are encouraged to find and locate equipment and resources independently. The EYFS has its own enclosed outdoor areas. This has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Learning and Development

At Old Park Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. We also value that children need to develop many key skills to ensure they are ready to start a more formal education at the end of Foundation Stage.

Teachers must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children’s development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

Throughout the early years, if a child’s progress in any prime area gives cause for concern, practitioners must discuss this with the child’s parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate. For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

We also ensure that we encourage the children to develop characteristics of effective learning. These are:

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

##### Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

##### Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given the opportunity to be creative through all areas of learning, in addition to the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the area to extend their learning.

##### Areas of Learning

The EYFS is made up of three core areas of learning and four specific areas.

**Prime areas:**

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

**Specific areas:**

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

**Communication and Language**

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

**Personal, Social and Emotional Development**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**Physical Development**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

**Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

**Expressive Arts and Design**

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

##### Monitoring and Reviewing

It is the responsibility of the EYFS teachers and practitioners to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion.

The Headteacher and EYFS lead will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

**Intimate Care**

#### Statement of intent

We wish to include all children in our setting and understand that children arrive at school at different stages in their development. We work with parents/carers towards toilet training, unless there are any medical or developmental reasons why this would not be appropriate.

# Procedures

In the event of it being necessary to change a child’s nappy/pants, the following procedures will be followed.

1. In order to care for the children’s physical needs we ask that parents/carers:

 Make sure that wherever possible children arrive at school wearing a clean nappy, pants or trainer pants.

 Provide nappies, spare pants, cream, wipes and bags for soiled nappies so that if it is necessary to change the child their individual needs can be met.

 Discuss any issues arising from the policy with the child’s key worker/teacher.

1. The school will ensure that:

 Only a person with relevant police checks will change children’s nappies or pants. Children’s nappies or pants will be changed in a private, designated area which complies with Health, Hygiene and Safety regulations.

 Although this area is private, it is not secret and the member of staff can still be easily seen and heard by other staff members.

 The designated area/mats etc. will be cleaned after a child is changed with a suitable disinfectant cleaner.

 A child will never be left alone on the changing mat.

 Staff will wear clean disposable gloves and plastic aprons for each child and other PPE as required.

 Appropriate hand washing facilities will be available for the adult and the child and hands will be washed using bacterial soap and dried thoroughly with a paper towel after completing the procedure.

 Dirty nappies/pants will be double bagged and returned to parents/carers when the child is collected (in the bag in which nappies/wipes etc are provided). Parents will be made aware that their child has been changed.

 The child’s privacy will be respected at all times during nappy changing/change of pants.

 If a child has a toileting accident, staff will assist the child in changing in the toilet area.

Staff will wear clean disposable gloves and apron as before, the hand washing procedure will be as above and soiled clothing will be double bagged and returned to parents. The child’s privacy will be respected at all times.

 If the parent/carer has any queries or concerns about this procedure they should talk to their child’s key worker or any other member of staff. **A Unique Child**

The EYFS lead will keep up to date with new initiatives and requirements and amend planning and practice to fulfil this policy and the Statutory Guidance for EYFS, September 2021.