Federation of Great Ellingham and Rocklands Primary Schools Early Years Foundation Stage Policy

Approved by Governors: Autumn 2022

To be reviewed: Autumn 2025

Signature: Julie Dekker — Executive Headteacher
Date: 15/9/22

Signature: H Clark — Chair of Governors (GE)
Date: 15/9/22

Signature: D N Jones — Chair of Governors (R)
Date: 15-9-22

Executive Headteacher:
Mrs Julie Dekker B.Ed (Hons), NPQH
Email: office@rocklands.norfolk.sch.uk office@greatellingham.norfolk.sch.uk
Rocklands: 01953 483369 Great Ellingham: 01953 453342

1. Aims

The aim of this policy is to outline our approach to achieving the requirements and goals in the delivery of the statutory requirements for EYFS 2021. At the Federation of Great Ellingham Primary School & Rocklands Community Primary School, we aim to:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- offer each child a wide range of new and exciting experiences, through a broad and balanced curriculum, that builds upon knowledge and skills that have been taught before to allow unlimited opportunity for development from a range of starting points;
- foster the development of the 'whole' child through encouragement and high expectations, to allow them to develop to their full potential socially, physically, intellectually and emotionally;
- encourage children to develop independence in their learning in a supportive environment where they experience success and build confidence by working towards personal goals;
- provide quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind so that children know more and remember more.
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

At the Federation of Great Ellingham Primary School & Rocklands Community Primary School :
This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3. Structure of the EYFS

At Great Ellingham Primary School and at Rocklands Primary School, children join the Reception class in the year that they turn five years old. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. Our practise is guided by the four overarching principles set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

- A unique child – every child is a **unique** child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive relationships –children learn to be strong and independent through positive relationships.
- Enabling environments –children learn and develop well in enabling environments with teaching and support form adults, who respond to their individual interests and needs and help them build their learning over time. Children benefit from strong partnership between practitioners and parents and/or carers.
- Learning and developing –Children learn and develop at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities (SEND).

Both classes follow the curriculum as outlined in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.
The EYFS framework includes 7 areas of learning and development that are equally 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
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of Effective Learning
The EYFS also includes the characteristics of effective teaching and learning. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics 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.

4.1 Planning
Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, planning in the Autumn term focusses strongly on the 3 prime areas.
Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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.
In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.
Objective Led Planning is used to target children during continuous provision. Staff have a clear understanding of children's 'Next Steps' and where possible find opportunities in play to achieve individual children's current targets.

4.2 Teaching & Learning
Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.

The importance of play
Learning through play is an integral part of our Early Years curriculum. We believe that children learn best from activities and experiences that interest and inspire them. We provide children with stimulating, active play experiences in which they can explore and develop their learning, interests and passions to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests

and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

Teaching

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much learning the children have understood and taken on. Our teaching is designed to revisit skills and knowledge to help pupils remember long term the content they have been taught and to apply this knowledge and skills in a wide range of situations.

We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, concentration etc.

Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We ensure there is always time for a whole class story and in Reception we use 'Talk for Writing' as part of our Literacy planning. In addition to this we enable the children to create and tell their own stories in our Helicopter Story sessions, to develop communication and language, as well as vocabulary knowledge and skills.

In Reception, the children's phonics skills are developed through daily synthetic phonics teaching following the Sounds-Write Programme. Children have access to a range of reading books and sharing books that are taken between home and school. This promotes ownership of on-going learning and allows parents to support the development of reading skills and 'reading for pleasure' outside of the school environment.

Maths teaching adopts the maths mastery approach to enable children to acquire a deep, long-term, secure and adaptable understanding of the subject. We use a range of resources and manipulatives, including those found within the White Rose Maths and Power Maths schemes to enable the children to develop key skills and concepts.

We feel that working alongside parents and carers is very important. Where possible we welcome parents in to the classroom to hear readers and invite them to our class reading and maths cafés.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Forest School

The primary aims of the Forest School programme at our Federation is to give children the chance to learn, reflect and develop in a holistic manner.
This will be achieved by enabling children to:

- Develop self-confidence
- Reconnect to the natural world
- Increase social awareness through communication and cooperation
- Engage in healthy activities
- Develop independence
- Play
- Develop fine and gross motor skills
- Learn to assess risk
- Have time to reflect
- Experience the range of weather and seasons
- Learn new skills such as tool use, knot tying and fire-lighting

5. Assessment

At our Federation, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.
Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). Progress is tracked termly to show children's development across the areas of learning. Observations, half termly phonics assessments & termly summative assessments are used to identify gaps in knowledge and skills, plan interventions, track children's progress, and provide feedback to help pupils embed and use knowledge fluently This data is then used to discuss progress and plan interventions in Pupil Progress Meetings with the SLT.
At the **end of the EYFS**, 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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.
The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.
Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

- Talking to parents about their child before their child starts in our school through informal home/Pre-School visits;
- The children having the opportunity to spend time with their teacher before starting school during transfer sessions;
- Supporting children through the transition from pre-school to Reception by phased entry in the first few weeks of term. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to an induction meeting during the term before their child starts school in order to detail how we aim to work with their child;
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents 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: Phonics/EYFS curriculum meeting (Term 1), Learning Cafes, school visits, school plays;
- Providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision;
- Written contact through home school diary as well as the acknowledgement that parents can ring school to contact key workers.
- Ensuring all parents know that their child's teacher and teaching assistants are their key workers.
- Providing a quiet and confidential area/class email address where parents are able to raise any concerns.

7. Safeguarding and welfare procedures

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. (See Whole School Safeguarding Children Policy)

"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 our Federation 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 and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- 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 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.
- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required
- We promote good oral health, as well as good health in general, in the early years by talking to children about:The effects of eating too many sweet things; the importance of brushing your teeth.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Health and Safety

At our Federation, there are clear procedures for assessing risk (please refer to the Whole School risk assessment policy, Health and safety Policy and Off Site Visits policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, in the safeguarding and child protection polices, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2021 we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.

  " At Great Ellingham Primary School and at Rocklands Primary School a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day."

  (Statutory framework for EYFS 2021)
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy

- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

8. Transition

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception, the following procedures have been put into place to ensure successful transition

- Home visits
- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to three separate visits to their reception class. All of these visits are without parents.
- Members of staff make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children requiring extra support will have additional visits regardless of their setting.
- Transition meetings and Family Support meetings will take place for children with Special Needs.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

9. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and the Chair of Governors every 3 years.
At every review, the policy will be shared with the governing board.

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	Federation Safeguarding Policy 2022
Procedure for responding to illness	Federation Health and Safety Policy 2022
Administering medicines procedure	Federation Health and Safety Policy 2022
Emergency evacuation procedure	Federation Health and Safety Policy 2022
Procedure for checking the identity of visitors	Federation Safeguarding Policy 2022
Procedures for a parent failing to collect a child and for missing children	Federation Safeguarding Policy 2022
Procedure for dealing with concerns and complaints	See Complaints Policy (within Federation Finance and Staffing Policy 2022)