



Early Years Foundation Stage Policy

2018-2019

Skelton Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behavior and attitudes.



Early Years Foundation Stage POLICY (statutory)

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1. Aims:

This policy outlines the provision Skelton Primary School offers to all its pupils aged three to five years. Children within this age range are taught in the Nursery Classes or Reception Classes in the Early Years Foundation Stage (EYFS).

It provides a framework within which both teaching and support staff can operate and gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the scheme of work and the Early Years Foundation Stage Statutory Framework and Development Matters Guidance which sets out in detail how the children should be cared for and taught.

This document has been prepared for the use of:

- Teaching and support staff
- The Governing Body
- Parents
- Inspection Teams

We have agreed to adopt the principles from the Early Years' Foundation Stage (EYFS) Framework

2. Background

At Skelton we view every child as a unique and competent learner who has the potential to be resilient, capable, confident and self-assured (DfES 2008). We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our academy being a safe and inclusive place where learning is nurtured and encouraged in a happy and caring environment. It is a place where everyone is treated equally, encouraged and respected.

All children begin the school with a variety of experiences and learning. We recognise the part that parents have played in their children's education and well-being and their future role. We strive to develop effective partnerships.

3. Context

Effective Early Years Education

Our effective education offers a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. The early years' experience builds on what the children already know and can do. No child is disadvantaged. Parents and practitioners work together in an atmosphere of mutual respect.

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SLT responsibility: N.Chapman



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Our effective early years' curriculum is carefully structured (recognising different starting points; relevant to levels of need). There are opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Practitioners are able to observe and respond appropriately to children informed by knowledge of how children develop and learn. Well planned, purposeful activity and appropriate intervention by practitioners engage children in the learning process. For children to have rich and stimulating experiences, the learning environment is well planned and organised.

We plan by offering an early years' education that:

- Builds on what children already know and can do;
- Values an early intervention approach to ensure that the gap between the most and least advantaged children is reduced;
- Offers differentiated, responsive and personalised learning through content that matches the interests and needs of young children, and activities that involve learning both indoors and outdoors.

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

The Early Years Framework

The Revised EYFS (2012) Development Matters guidance comprises three areas that are interrelated.

These are:

Characteristics of Effective learning

These principles are based upon dispositions towards learning in which children are taught the skills, awareness and options available to support themselves' and others to make effective learning choices.

They are:

- Playing and exploring, being engaged;
- Active learning, being motivated;
- Creating and thinking critically, being thinkers;

4. Key Principles

We provide children with opportunities to play and explore by ensuring that they have the physical and emotional space to learn, by themselves, in small groups and as part of larger group. Our role is to support and challenge our children to learn. Children learn at their own individual pace therefore it is important that the curriculum is planned to support the needs of each individual child too. It is important that play is valued and seen as a vehicle for active learning. Children need this important process to develop their knowledge, and to learn and practice skills. There should be opportunity through the curriculum to develop personal attitudes that support self-esteem, independence, creativity, co-operation, and

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perseverance. Throughout the year the child will be given a range of learning opportunities: adult led, child initiated, large group, small group and one-to-one. Children's interests are supported and challenged through questioning techniques, open ended resources and quality interactions to enable the children think creatively and critically and engage a deeper level in their learning.

Prime Areas

These areas are based upon Personal Social and Emotional Development, Communication and Language and Physical development. These are essential foundations upon which subsequent knowledge and skills are built.

Four Specific areas which incorporate skills for successful participation in society (EYFS 2012). These areas are; Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. The revised EYFS Development Matters guidance and Statutory Framework (2012) can be viewed in depth at www.education.gov.uk/publications.

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. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet 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 more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Personal, Social and Emotional Development

Aspects of PSED:

- Managing Feelings and Behaviour – is about how children control their emotions and behaviour towards others, recognising the boundaries of the setting and when their behaviour is unacceptable.
- Self-confidence and Self-Awareness – is about children having a sense of their own value and understanding the need for sensitivity to significant events in their own and other people's lives.
- Making Relationships – is about the importance of children forming good relationships with other and working alongside others companionably

The Academy fosters and develops relationships between home, school and other early years' provisions in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

Physical development

Aspects of Physical Development

- Moving and handling – children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic

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hygiene and personal al needs successfully, including dressing and going to the toilet independently.

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoors and outdoors and by working with a wide range of resources and offering appropriate physical challenges.

Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills.

- Listening and attention – children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Understanding – children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Speaking – children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop in their own narratives and explanations by connecting ideas or events.

We do this in a variety of ways including: talking, communicating about books, rhymes and songs, quality role play, careful listening, using open ended questioning and displays that encourage talk.

Specifics - Literacy

Aspects of Literacy:

- Reading – children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- Writing – children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

We do this in a variety of ways including; providing a literate environment, promoting children's emergent writing through role play, adults to model writing, imaginative story telling opportunities, teaching synthetic phonics, encouraging handwriting skills and empowering children to share and value books

Mathematics

Aspects of Mathematical development:

- Numbers – children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- Shape, space and measures – children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve

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problems. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

This area of learning includes developing mathematical understanding through stories, songs, games, everyday activities and imaginative play, so that children enjoy experimenting and become confident, comfortable and curious about numbers, shapes, patterns and measures.

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

Understanding the World

Aspects of Understanding the world

- People and communities – children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- The world – children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- Technology – children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

All children are given opportunities to solve problems, investigate, make decisions and experiment. We provide first hand experiences to encourage children to; encourage children to explore, observe, predict, compare, solve problems, question, make decisions, discuss, think and use all their senses. We provide activities that stimulate children's interest and curiosity and promote children's thought and investigation. We aim to develop geographical concepts and skills and understand aspects of the wider world.

Expressive Arts and Design

Aspects of Expressive Arts and Design:

- Exploring and using media and materials – children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being imaginative – children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

This area of learning includes art, music, dance, drama and imaginative play opportunities for children to try new experiences and express themselves in a variety of ways. Creativity is an important part of successful learning; it enables children to make connections between experiences, helps them to solve problems and be inventive.



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We do this in a variety of ways including; providing stimulating environments, valuing children's creativity, encouraging imaginative play, offering multi-sensory experiences, opportunities for children to explore materials, media and techniques, time to explore and experiment, develop and refine ideas, help children develop confidence in their own abilities and helping them become more independent in the choices they make.

Admissions Arrangements and Transition

Children enter the Early Year Foundation Stage the term of or after their third birthday, subject to availability. The children can spend a maximum of six terms in Foundation Stage 1 depending on their birth date. New starters attend a 'Welcome Meeting' with their parents, receive a home visit and attend two short sessions with their parents before starting their part-time educational journey at Skelton.

Children enter the Foundation Stage 2 classes in September of the school year in which they are five.

Foundation One has two Nursery classes operating morning or afternoon sessions, offering 15 hours per week.

The sessions operate from 8:30 – 11:30 a.m. and 12:15 p.m. to 3:15 p.m.

- Nursery 1 (Green 1) offers 78 part time places from September. The Nursery staff consists of; one Teacher, two Teaching Assistants, one (.5) one Higher Level Teaching Assistant (.5)
- Nursery 2 (Green 2) offers 52 part time places from January. The Nursery staff consists of; one Teacher and one Teaching Assistant

Foundation Two has three Reception classes

- 1 Teacher and 1 Teaching Assistant in each class

The school day begins at 8:40 a.m. until 3:00 p.m.

All children take part in Transition days and a Transition fortnight at the end of the academic school year. The transition events have been developed to familiarise children with 'new routines and procedures' and meet their new class, teacher and staff, prior to their entry in the new academic year. Parents attend a 'Curriculum / Welcome Meeting' during this period to discuss the curriculum and practice of that phase.

The school works in Partnership with Dots'n'Spots (on-site early years private provider) and SureStart on programmes to strengthen transition arrangements into our nursery and reception classes.

The Foundation Stage is led by the Assistant Head Teacher for Early Years and Lower Key Stage One, who is part of the senior management team. Day to day management is undertaken by joint Foundation Team Leaders. The staff work as part of a team, children from the classes have opportunities to work together during outdoor sessions, accessing a shared continuous provision area. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own classes, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

Role of the Key Person

(3.26) 'Every child must be assigned a key person' (EYFS)

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On entry each child is placed into a group of children with whom they have at least one friend to help them to confidently settle. A key person is allocated to each group to oversee that each child is cared for, gains confidence and feels individually valued. All staff monitor children's progress both emotionally and academically and profiles are closely supervised both in terms of evidence gathering and progress made. Key persons develop a good relationship with the families of the children in their care. This role is carefully explained to parents in a letter (appendix 1) at the beginning of the year to ensure that they are confident in their understanding of the role.

Planning

(1.9) 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child initiated activity.' (EYFS)

Planning will set out how the Principles of the EYFS will be put into practice.

- Long term planning: Yearly cycle of six topics.
- Medium term planning: Half termly topics based on three prime and four specific areas of learning and the characteristics of learning.

Short term planning: Weekly/daily plans incorporating the seven areas of learning taught through teacher directed tasks, child initiated tasks and continuous play provision based on objectives from Development Matters reference document. All planning follows a pattern – observe, analyse, and use what you have found out about the children to plan for the next steps in their learning. Children's individual interests are planned for on a daily basis and evidenced through the environment and annotations to planning

Assessment and Record Keeping

(2.1) 'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understanding their needs, and to plan activities and support.'
(2.2) Assessment always starts from the child and should not entail prolonged breaks from interaction, nor require excessive paperwork. (EYFS)

Each child has a Learning Journal which has a record of their observations from Child Initiated Learning and Adult Led activities. Photographs, observations, photocopies and pieces of work will be added to the book to provide an informed view of the child to support assessments. Parents are invited to add to the journals through providing their own observations if their child has done anything amazing at home or by commenting on the one's staff send home. Their journey through the year is also documented onto an e-profile which is shared electronically with parents as a final report in the Summer Term.

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 One.

Each child's level of development is assessed against the 'Development Matters' and the 'Early Learning Goals.' The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Year One 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 One teachers about each child's stage of development and learning

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needs and assists with the planning of activities in Year One. Children are given opportunities to meet their new teacher and see their new classroom during an end of term transition programme. They are grouped in their new classes to help them in the transition.

Safeguarding and Behaviour

Behaviour and Safety

Positive behaviour is expected and encouraged in the Foundation Stage as within the rest of school. Each class develops their own class promises to develop 'rights, respect and responsibilities.' We operate reward systems and praise good behaviour and attitudes. Age appropriate strategies are used to develop a safe and secure environment for learning. We use a whole school behaviour policy and approach to discourage disruptive behaviours. The children are encouraged and praised for following the school rules.

Health and Safety

All safety measures are taken to ensure the safety of all children in the Foundation Stage. Special locks are installed on the gates and doors. We follow the Academy's 'Health and Safety' policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Within the Early Years Department we have members of staff who are currently trained in First Aid, with the aim of all staff receiving training over this academic year. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. A full health and safety policy is available in school. All medicines are kept in a locked cupboard at the school office or in the classroom if required and approved by parents/carers before administration of any medicines. No hazardous substances are used within the setting.

Equal Opportunities

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability. Please refer to the schools 'Equal Opportunities Policy.'

Safeguarding Children

The Academy takes its child protection responsibilities very seriously. Any concerns, which the academy has, will be noted and, if deemed necessary, will be reported to the relevant nominated person within school. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in the academy for parents to read if they wish. All staff follow the schools Safeguarding Policy and Procedures.

Special Educational Needs

The Early Years Foundation Stage follows the school's SEND code of practise. A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

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Aims and Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with DSEN To enable pupils with DSEN to maximise their achievements
- To ensure that the needs of pupils with DSEN are identified, assessed, provided for and regularly reviewed
- To ensure that all pupils with DSEN are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account

Care is taken to assess the needs of each child from nursery age onwards. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/carers will always be informed if an outside agency is assisting us to support their child.

Equalities and Disabilities

All pupils in this academy are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We follow the school academy's full Equality and Diversity and Equal Opportunities policy.

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-year group variance
- Ensure consistent implementation of the non-negotiables
- Share good practice within the school and draw on external expertise
- Provide high quality CPD and coaching and mentoring
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to "catch up" through:

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- Improving attendance and punctuality
- Providing earlier intervention

Individualising support

There's no stigma attached to being in an intervention. Everyone needs something, whatever that might be, and so all children are receiving something somewhere.

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using staff within the team to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents
 - to develop their own skills
 - to support their children's learning within the curriculum
 - to manage in times of crisis
 - Share curriculum information on the website
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

5. Extended Educational Childcare

Following the governments increased free 15 hours Early Educational Childcare Entitlement for working parents, we are now offering up to 8.45 hours additional childcare in addition to the 15 hours universal entitlement. Parents apply via government.uk website and submit a code to the main office which is used on the Early Years' Hub to track a child's additional hours and submit application of funding to the school. This additional childcare facility is led by three members of staff – teacher, HLTA and Teaching Assistant.

The extended hours are as follows:

7:45am – 8:30 am (breakfast and educational childcare) held in the large 39 place nursery

11:15 am – 12:15 pm (lunch and educational childcare)

The breakfast and educational childcare is also available to our reception aged children for a cost of £1.20 per day. The children

6. Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice

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- Assessment Data is collected termly so that the impact of interventions can be monitored regularly. Weekly dialogue ensures that groupings are fluid and adults quickly respond to changing needs
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behavior
- A designated member of the SLT maintains an overview of EYPP and pupil premium spending
- A governor is given responsibility for pupil premium

6. Reporting

When reporting about EYFS we will include:

- information about the context of the EYFS/School
- objectives for the year (shared termly through newsletters)
- entry-baseline to nursery
- mid-term Learning Story (summarise development and set next steps)
- end of year report and e-learning profile which captures learning journey
- admissions procedures

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium in Reading. This task will be carried out in line with the requirements published by the Department for Education.

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