



'Trying our best to be our best'

*Service and Stewardship. Justice. Peace and Forgiveness
Generosity. Thankfulness. Equality
Love and Compassion*

Welbourn C of E Primary School

Early Years Foundation Stage (EYFS) Policy

Date Ratified by Governors:	
Review Date:	November 2020
Signed by Chair of Governors:	
Name of Chair:	

The Early Years Foundation Stage (EYFS) applies to children in the Reception year. Currently at Welbourn C of E Primary School, children qualify to join the Reception class the year in which they turn 5. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to provide a curriculum that ensures "that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." (Statutory Framework for the EYFS 2017)

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

A Unique Child

We recognise that every child is a competent 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 learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards in line with the whole school approach, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Welbourn C of E Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

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 and intervention as necessary.

Welfare

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)

At Welbourn C of E Primary 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 2017. 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.

Positive Relationships

At Welbourn C of E Primary School we recognise that children learn to be strong and independent from developing secure relationships with others around them. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- talking to parents and carers at taster mornings, transition activities and open days about their child before their child starts in our Reception class;
- working with individual children and parents and carers during the transition period to ensure that they are settled and ready to learn;
- getting to know the children and their parents or carers;
- inviting all parents and carers into Reception regularly throughout the year to work alongside their child and to observe how staff support their learning. This is called 'Parent Sharing' mornings.
- inviting all parents and carers into Reception across the year to take part in activities that explore helping their child learn to read and write (phonics) and problem solving with numbers (Numeracy);
- encouraging parents to talk to the child's teacher if there are any concerns. Foundation Stage staff organise a rolling programme of 'Parent's Evening' sessions throughout the year. Parents receive an annual attainment and progress report at the end of each school year;
- making staff available at the beginning and end of the day to talk to parents about any concerns and answer any questions.
- Using Tapestry as a communication portal between school and home with opportunities for parents and carers to look at observations completed in school whilst also adding their own comments and observations.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and 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.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded on Tapestry.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

In Reception, teachers and teaching assistants provide the curriculum for a small class of 10 pupils. The EYFS curriculum includes seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

- Communication and language;
- Physical development;
- Personal, social and emotional development.

The specific areas are:

- Literacy;
- Mathematics;
- Understanding of the world;
- Expressive arts and design.

Through careful assessments and observations, including information provided by parents and carers and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and agree how to support the child. This may also include a discussion with the SENCO regarding adding a child to the school's Special Needs Record and individual interventions put in place.

At Welbourn C of E Primary school "Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of a children's development, building their confidence as

they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more adult initiated and adult led activities, to help children prepare for more formal learning, ready for Year 1 (Statutory Framework for EYFS 2017).

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Welbourn C of E Primary School we support children in using the three characteristics of effective teaching and 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.

(Taken from statutory framework for the EYFS 2017)

Religious Education is also taught in the reception classes in accordance with Lincolnshire's guidelines.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Welbourn C of E primary school there are clear procedures for assessing risk (see whole school risk assessment 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, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) in the safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

In line with the EYFS statutory framework 2017, at Welbourn C of E primary school 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 Welbourn C of E 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 2017) - this record is kept in the School Office.
- Fresh drinking water is available and accessible at all times
- Children's' dietary needs are recorded and acted upon when required
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). Teaching assistants are first aid trained.
- 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 appropriately within the setting.
- Appropriate clothing, 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.

Transition

From Pre-school settings into Reception

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

- Parents and carers and their children are invited to an Open Morning or 'taster' session. Parents and carers elect whether they come in the morning or afternoon. All the Reception staff are available to play alongside children and talk to parents and carers.
- At these sessions there is an opportunity when parents meet less formally with the Foundation Stage teacher to talk about their child and family. EYFS New Parents Meeting is also organised during the Summer term to talk about aspects such as uniform, healthy lunches, working together, early reading etc.
- During the Summer term parents and carers are encouraged to complete an "all about me" booklet. It is used during the Autumn term to support transition and to inform planning.
- Members of staff from Reception make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required to support the child's transition.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.
- Reception staff liaise with other professionals such as Health visitors and Social workers when appropriate.
- Reception staff use documentation from the schools Nursery/pre-schools (Tapestry observations, Learning Journeys and assessment information) along with documentation that accompanies children moving from other settings to help inform their Baseline Assessments
- When the children begin school in the Autumn term they can spend time with staff from Reception during transition sessions that involve small groups of children. This gives the staff time to build upon the positive relationship that they have already begun to establish with parents and carers and their child / children as well as gather information that will inform the Baseline Assessment on each child.

From Reception Class to Key Stage 1

- During the final term in Reception, a report is written for each child. The report provides parents and carers and teachers with a well-rounded picture of a child's progress in the Prime and Specific Areas as well as information on the Characteristics of Effective Learning. A short personalised report is sent home with assessments made against all of the 17 Early Learning Goals. Staff in Year 1 receive a copy of this report.
- A Child's Learning Journey (through Tapestry) includes on-going observations made across the school year by staff and parents. This moves with the child into Year 1 where for the first term it is used by Year 1 staff to help inform the next steps for the children in their learning before being sent home.
- Each child's level of outcome is assessed against the early learning goals. An individual summary report for each child's learning outcomes is produced by the class teacher (using our internal tracking system). Year 1 teachers are given a copy of the report and this forms the basis of a conversation with staff from Reception on the next steps in a child learning.

Post Covid 19 note

Due to the pandemic, some areas regarding the Early Years have had to be reviewed and amended.

Parents are no longer able to enter the school premises due to Covid restrictions. Parents are now kept informed through virtual 'Teams' meeting or through phone conversations. They can also witness their children's learning and development through entries on Tapestry and our class Twitter feed.

In line with the school's Covid Risk Assessment, extra handwashing is required within school when entering school, playtimes and before/after the consumption of food. Systems of control measures ensure extra cleaning of surfaces and toys/resources are cleaned frequently to limit the risk of cross-contamination. Soft furnishings are still prohibited.

Staff are now to use PPE when administering first aid and for when a child needs changing in line with our Intimate Care Policy.

November 2020.