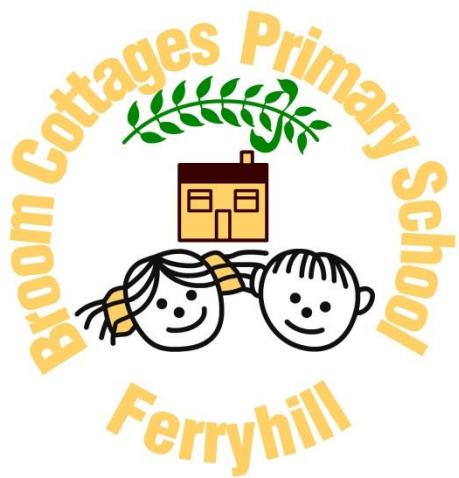


Broom Cottages Primary & Nursery School



EYFS Policy

Approval Date: March 2023
Review: March 2024

Early Years Foundation Stage (EYFS) Policy

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 Early Years (2021)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Broom Cottages Primary School, children join Nursery in the year they turn three and the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS seeks to provide:

- quality and consistency in all early year’s settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

(Statutory framework for Early Years 2021)

Broom Cottages Early Years Foundation Stage is led by Mrs. Diane Shafto and is overseen by two school governors.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early year’s settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers) (Statutory framework for Early Years 2021)

Learning and Development

Nursery has two separate sessions a day with a teacher and support staff providing the EYFS curriculum for up to 39 children per session.

Nursery offers places for children to access the 30 funded hours scheme.

Two teachers and a teaching assistant provide the EYFS curriculum in the Reception Class and can accommodate up to a maximum class size of 45 pupils.

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 with teaching and support from adults – 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.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Broom Cottages, 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." "The prime areas begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning."

(Development Matters 2012)

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

At Broom Cottages Primary School, we provide a curriculum which considers the individual needs, interests, and stage of development of each child. We plan enjoyable, engaging activities based on all areas of development. In Nursery, the three prime areas are secured initially which forms a strong foundation for the four specific areas. Children grow in confidence and ability as they move through Nursery

into Reception. Children develop their skills and independence, so they have strong foundations to prepare them for starting school.

At Broom Cottages Primary School each area of learning and development is taught through a mix of adult led and child initiated activities and planned, purposeful play. Play is an important part of EYFS at Broom Cottages as outlined in the Statutory Framework for EYFS 2021: “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”.

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. Effective learning builds and extends upon prior learning and is guided by children’s interests.

We aim to create an attractive and stimulating learning environment where children feel confident, secure, and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Practitioners develop children’s learning through play by taking part in activities which develop children’s learning and vocabulary. As the Reception year progresses children take part in more adult led activities for longer periods of time in preparation for their transition to the more formal setting in year 1.

Early Learning Goals

Throughout EYFS we are working towards children meeting the Early Learning Goals. The Early Learning Goals are the level of progress children should be expected to have attained by the end of the EYFS. The non-statutory ‘Birth to 5 Matters’ and ‘Development Matters’ supports practitioners in the curriculum delivery.

Assessment arrangements for measuring progress

Staff in Reception administer the Reception Baseline Assessment (RBA) on each pupil within the first six weeks in which a child starts Reception. Practitioners follow the statutory guidance from the Department for Education when administering the baseline. The Childcare Act 2006 and the Early Years Foundation Stage Order (Learning and Development Requirements) Order 2007 underpins the requirements for schools to administer the RBA. The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the test is to form the starting points for cohort level school progress measures. The data collected is stored in the National Pupil Database (NPD). The RBA assessment is administered in accordance with administration guidance which is published annually. The Headteacher ensures confidentiality of assessment materials.

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed on entry to our school.

Each child has their own learning journey which shows their development and progress throughout EYFS.

Ongoing formative assessment is at the heart of the Early Years in Broom Cottages Primary School. Children are observed daily in their play so that practitioners know what level the child is working at, their interests and learning style and this is used to build and develop children's learning. Planning also stems from these observations. Summative assessments are also carried out termly throughout the year. These are shared with parents at parent's evenings and through written reports in the summer term. At the end of EYFS all children will be assessed for the EYFS profile which assesses children against the Early Learning Goals. This is then shared with parents and year 1 teachers so that they have a full understanding of the level that each child is working.

Parents/Carers as Partners

At Broom Cottages Primary we recognise that children learn to be strong independent learners from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

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 setting.
- completing an 'All about me' booklet with the families.
- supporting the children through the transition from pre-school/nursery to Reception with a comprehensive transition programme which includes family lunches and stay and play sessions. This is to support staff, parents, and children in getting to know each other.
- inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year to detail how we aim to work with their child particularly in relation to reading and phonics.
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents at which the teacher and the parent discuss the child's progress in private. 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 including stay and play sessions, celebration assemblies, school visits and family lunches.
- providing parents with an opportunity to celebrate their child's learning and development through class dojo and their home/school reading records.
- acknowledging that parents can ring school to contact key workers.
- ensuring all parents know who their child's teacher and key worker are.
- by providing a quiet and confidential area where parents can discuss any concerns.
- regular updates posted on social media and through the school newsletter.

Transition Into Nursery

Parents/carers and child are invited in prior to entry to nursery for an informal visit, where procedures are explained to ensure a smooth transition. Children also attend settling in sessions where the time they spend in Nursery gradually increases.

Before a child starts Nursery, parents are encouraged to fill in an “all about me” booklet so that staff can gain an understanding of a child’s ability and interests at home.

From Pre-school /Feeder settings

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

- Parents are invited to a 1:1 meeting to ensure they know about school procedures and allocation of classes. They have the opportunity to meet the children’s key worker and ask any questions or discuss any concerns they may want to express.
- During the summer term parents are encouraged to complete an “all about me” booklet. During the Autumn term, this information is used to support transition and to inform planning.
- The children are invited to three separate visits to their reception class.
- Members of staff from Broom Cottages Primary School will 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 at Broom Cottages Nursery Unit (main feeder setting) will have visits with key workers into school where they get an opportunity to engage with the teacher and their peers.
- 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.

From Reception Class to Key Stage 1

During the final term in Reception, children will take part in transition sessions where they spend the morning with their new teacher and class. Parents also get an opportunity to attend a ‘meet the teacher’ event where they can meet their child’s new teacher and discuss any questions and concerns. This is also an opportunity for Year 1 teachers to inform parents of routines in KS1.

Reception and Year 1 teachers work very closely, sharing the EYFS profile information for children and also giving a comprehensive verbal report about each child so that their Year 1 teacher has a full picture of the child they will be teaching.

Inclusion/Special Educational Needs (SEN)

At Broom Cottages Primary School our SENDCO is Mrs P. Hicks and Mrs C Shannon who work closely with the EYFS team. All children and their families are valued at Broom Cottages 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 SEN coordinator 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 and interests;
- 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.

Safeguarding and welfare

“Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them” (Statutory framework for EYFS 2021)

At Broom Cottages Primary School all necessary steps are taken to keep children safe and well. All staff are aware of the safeguarding procedures and know who to speak to if they have concerns. All staff have up to date safeguarding training which enables them to identify possible signs of abuse and neglect at the earliest opportunity and respond immediately in an appropriate way. Mrs C Shannon is the designated safeguarding officer for the Early Years but we also have several lead safeguarding officers in school including Headteacher Mr S Kavanagh, Deputy Headteacher Mr S Shields, Miss M Hockaday, Mrs P. Hicks and Miss D Palmer. All Early Years Staff have completed up to date training and have regard for the statutory guidance ‘Working Together to Safeguard Children’, ‘Prevent duty guidance’ and ‘Keeping children safe in Education’.

All staff have an up to date enhanced criminal records check and are deemed to be suitable to work with children.

All adult to child ratios are followed carefully in Nursery and Reception.

In line with the EYFS statutory framework 2021, at Broom Cottages Primary we ensure the good health of all children by;

- Assigning each child a key person. Their role is to ensure that every child's care is tailored to meet their individual needs.
- 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 for the administration of medicine. Medicines (prescription only) are only administered to a child where written permission for that medicine has been obtained from the child's parent and/or carer. At Broom Cottages Primary School a written record is kept each time a medicine is administered to a child.
- A first aid box is always accessible, and a record of accidents and injuries is kept. Parents are informed about the injury immediately if it is a head injury or a serious incident and the same day for all other incidents. We have teachers and support assistants in the Early Years who are paediatric first aid trained.
- 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. Fresh drinking water is available at all times. Staff have completed level 2, food safety and hygiene training.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- All behaviour is managed in an appropriate way.
- Procedures are in place to ensure that indoor and outdoor spaces are fit for purpose.
- A fire and emergency evacuation procedure and policy.
- Indoor floor space requirements are followed and children have access to outdoor areas each day.
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Practitioners refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations.' Cameras and iPads that are used in school are not used for staffs own personal use.
- 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.
- A whole school intimate care policy is followed where 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. (See Whole School Safeguarding Children Policy)

At Broom Cottages 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 2021. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, including oral hygiene of children attending the setting.
- prevent the spread of infection and take 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 have an up-to-date enhanced criminal records check.
- ensure risk assessments are in place to ensure staff and children are not exposed to risks.
- 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.
- ensure procedures are in place for complaints.
- complete relevant risk assessments for outings, ensuring that adult to child ratios are adhered to. Identify possible hazards and risks and put steps in place to remove, minimise and manage those risks and hazards.
- ensure relevant records about staff and children are held securely.
- ensure staff understand the need to protect the privacy of the children in their care and are aware of the legal requirements that exist to ensure information is handled confidentially.

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 Broom Cottages 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. The staff handbook, safeguarding and child protection policies, detail information and procedures to ensure the safety of the children.

Head Teachers: Mr S Kavanagh, Mr S Shields

Subject Leader : Mrs D Shafto

Date of Policy : March 2021