



Highbury Primary School

'Valued as Individuals, Inspired and Nurtured as Learners'

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

Early Years Foundation Stage (EYFS) policy

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1. Aims

This policy aims to ensure:

- 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
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Principles

At Highbury Primary School, we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children can join us when they have turned two years of age.

The EYFS is based upon four principles:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Learning and Development -Children **develop and learn** in different ways and at different rates.

A Unique Child

At Highbury Primary School we recognise that every child is a “*competent learner who can be resilient, capable, confident and self-assured.*” To support our belief we aim to:

- Nurture children’s emotional well-being by providing warm and caring relationships.
- Celebrate the uniqueness of children by ensuring activities reflect what children *can do* as a starting point for further planning.
- Provide early support for children with additional needs calling in specialist help when required.

- Give children choices about what they want to do and where they want to play in a safe and secure environment.
- Plan opportunities that build on and extend children's knowledge.

Positive Relationships

At Highbury Primary School, Nursery and Day Care we recognise that children "*learn to be strong and independent from a base of secure and loving relationships.*" To support this belief, we aim to:

- Recognise and respect the contribution made by all Early Years staff.
- Build professional relationships with parents/carers.
- Build effective partnerships with parents/carers by valuing the contributions that they have in supporting their child's learning and development.
- Plan to observe children at play as part of the daily routine.
- Analyse observations to inform the next steps of learning.
- Encourage parents to add to individual Learning Journeys.

Enabling Environments

At Highbury Primary School, Nursery and Day Care we recognise that the "*environment plays a key role in supporting and extending children's learning and development.*" To support this belief we aim to:

- Ensure that children have the opportunity to be outside on a daily basis regardless of the weather.
- Create a safe indoor and outdoor learning environment that is resourced with well-maintained and age/ stage appropriate equipment.
- Risk assess indoor and outdoor environment on a daily basis.
- Undertake systematic observations and assessment of children which will be used to inform the next steps of learning.
- Plan play based opportunities both inside and outside.
- Involve children in learning which takes them into the local community.
- Involve people from the wider community to support children in their learning.
- Work with other services such as health or social care professionals, outreach workers, EMAS and LA in order to achieve the 'Every Child Matters' outcomes.

Learning and Development

At Highbury Primary School, Nursery and Day Care we recognise that "*children learn and develop in different ways and at different rates.*" To support this belief, we aim to deliver the seven areas of learning as laid out in the EYFS.

There are seven areas of learning covered by the Early Years educational program.

3 Prime Areas

- Personal, Social and Emotional Development

- Communication and Language
- Physical Development

Specific Areas

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

4. Our Structure of the EYFS

Also see our other nursery policies for hours and charging.

Organisation

Our setting is currently being organised across 2 buildings on the school site. In the main nursery site (where year R are located), there are 3 rooms. These consist of;

Room	age
Caterpillars (pre school)	3-4 yrs
Chameleons (pre school)	3-4 yrs
Ladybirds	18mths – 3 years

We also have two Year R classes which consist of up to 30 children in each class (60). Children in the nursery will be assigned a key person. There will be a balance of adult led child-initiated activities both inside and outside. Observations will be undertaken to plan for individual needs.

5. Our Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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**

Staff will also support children in four specific areas, through which the prime areas are strengthened and applied.

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. Initially in nursery we focus on the prime areas and build on these when introducing a balance of adult led and child-initiated activities.

The nursery and reception classes have their own and shared outdoor areas used all year round in all weathers. Being outdoors encourages learning in different ways. It offers children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Children will have the opportunity to experience all seven areas of learning whether they decide to learn indoors or outdoors. We also make good use of our local environment and other available outdoor resources effectively to enhance learning and to provide hands on experiences for all children.

The curriculum will be planned and overseen by the Nursery manager, Year R phase leader and class teachers, but will be delivered by the early year's practitioners in Nursery and Year R and the class teachers.

Characteristics of effective learning

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the nursery and reception classrooms with these in mind. 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.

6. Planning

The school's curriculum intent is at the heart of our planning where we provide children with first-hand experiences which enables them to develop and learn effectively.

We also take into account the individual needs, interests, and stage of development of each child in our care and use this information to plan a challenging and enjoyable experience. In the **moment planning** is used as a way of building on the children's needs and interests. Equally, it develops opportunities for child-led learning. Put simply, it is observing and interacting with children as they pursue their own interests and also assessing and moving the learning on in that **moment**. The written account of these interactions becomes a learning journey.

Where a child may have a special educational need or disability, we consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, we reflect on the different ways that children learn and include these in their practice. Practitioners working with the nursery children focus strongly on the 3 prime areas.

7. Observations and Assessment

At Highbury Primary School, ongoing formative assessment is an integral part of the learning and development processes in our Early Year's practice.

On admission to nursery and reception we receive information about the child from parents and other providers. This information is obtained during home visits, interviews with other agencies and meetings with pre-school practitioners.

In nursery, when a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

In reception, children will complete the Department for Education (DfE) statutory baseline assessments during their first half term (the academic year in which they turn 5). This will be carried out by practitioners who are familiar with the children in the first 6 weeks of joining reception, regardless of when they join the class, unless they have been assessed previously.

The purpose of this assessment is to provide an on-entry assessment of pupil attainment as a starting point from which a cohort-level progress measure at the end of key stage 2 (KS2) can be created. The DfE will provide schools with a series of narrative statements to describe how each pupil performed which will be shared with the parents.

However, the reception baseline is not intended to provide on-going formative information for practitioners and therefore all reception staff will continue to make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in nursery and reception takes the form of long, short and photographic observations and this involves the teacher and other adults as appropriate. These, alongside the practitioner knowledge of child forms the overall assessment. This is recorded online on 'Tapestry' which parents will be able to access regularly. Parents and carers are also given the opportunity to meet with their child's teacher each half term. At the end of each term they are invited to a formal parent/carer meeting.

Nursery parents will receive a report once a year. Reception parents will receive two written reports on their child's achievements and development in the Spring and Summer term. More informally we meet with parents throughout the school year as and when necessary to discuss their child's particular needs.

At the end of each term the attainment is recorded on OTrack. We analyse the data and use the outcomes to plan the next topic and identify next steps.

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
- Exceeding expected levels or,

- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

The Early Years Foundation Stage will meet all requirements of the Welfare Requirements.

8. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person can be a class teacher or early years practitioner. Their role is to support parents and/or carers in guiding their child's development at home and to meet the needs of each child in their care by responding sensitively to their feelings, talking to the parents or carers and working in partnership with them.

The key person also helps families to engage with more specialist support and other professionals, if appropriate.

We also encourage parents to share their unique knowledge of their child using Tapestry, providing further insight into the child as an individual. This supports us in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

We inform each other of what is happening in the 'Life' of the child by:

- Arranging a range of well-planned transition sessions.
- Meeting with providers to discuss each individual child.
- Inviting parents/carers to an induction meeting during the term before their child starts school.
- Half termly parent sessions to encourage collaboration between child, school and parents/carers.
- Visiting children in their home setting before they start Nursery and Reception to have an informal chat with the child and parents/carers about the child's personal interest, discuss any concerns including medical needs and to introduce the child's key person.
- Having flexible admission arrangements that enable children and parents/carers to become secure in their environment.
- Sending two summative reports on their child's attainment and progress at the end of Spring and Summer term.
- Offering three parent/teacher evenings per year.
- Sharing regularly the children's learning through online 'Tapestry' journal
- Termly newsletters.
- Informal conversations at the beginning and end of the day.
- Regularly updating the school's web site

9. Home Visits

See Home Visit Policy

10. Health and Safety, Safeguarding and Welfare Procedures

Children learn best when they are healthy, safe and they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Statutory Framework for the Early Years Foundation Stage (2017). This is outlined in our safeguarding policy.

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent whatever their age. We work with parents towards toilet training at the appropriate age, (Term before they start reception class.) unless there are medical or other developmental reasons why this may not be appropriate at the time. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

We follow whole school procedures for child protection, medicine in school and off-site visits.
We will ensure that;

- All staff will be fully inducted into the school and adhere to the Safeguarding Children's Policy and other relevant policies (copies available on request).
- Notice boards will be updated regularly and provide parents information with regards to daily routines, activities provided and food and drink to be supplied on a daily basis.
- All parents will be given access to policies regarding safeguarding e.g. equal opportunities, health, safety and security, first aid, outings (copies).
- Staff will work alongside parents/carers in supporting children with long term medical needs. Information about specific life-threatening needs will be shared with all school staff and updated with the support of parents/carers and other health professionals (copies of administering medicines available on request).
- As a school, we will obtain necessary information from parents prior to a child being admitted e.g. Contact details specific health requirements and parental responsibility.
- The playground gates leading onto the field and into the car park will be kept shut and locked during school hours.
- All visitors and staff will sign in at the EYFS office and will sign out on departure. Written permission must be given from parents/carers if a child is to be picked up by another adult. These adults will be given a password which is set by the child's parent/carer.
- All staff will be familiar with and have regard to the SEND Code of Practice.
- All staff will be familiar with and have regard to the Behaviour Management Policy (available on request).

11. Risk Assessment

All staff will be involved in assessing risks and will collaborate to develop risk assessments for key areas within EYFS. Staff will be involved in controlling risks whilst indoors and outdoors as and when they use it. Environments and activities will be constantly reviewed to ensure safety at all times. Children will be shown and reminded on how to keep safe. Daily risk assessments will be undertaken both inside and outside. Full risk assessments will be carried out prior to outings to include an assessment of adult: child ratio. Essential records and equipment will be taken on outings e.g. contact telephone numbers for children, first aid boxes etc.

12. Transition

We acknowledge the following transitional stages as:

- Room to room
- Home to nursery
- Nursery to reception
- Reception to Year 1.

We believe that best early years practice sees learning as a continuum and that our role is to smooth the way between the child's home experience, EYFS Curriculum and the National Curriculum, ensuring that the curriculum we provide in KS1 reflects our understanding of the children as learners. We aim to fit the curriculum to the child and not try to fit the child to the curriculum.

Transition is managed in a thoughtful and planned way, taking account of the needs of our children.

We aim to do this by:

- Nursery and reception classes working as a unit with continuous provision and outdoor areas shared at different times of the year.
- Ensuring all nursery practitioners work together with parents/carers when children move to a different nursery room/practitioner.
- Organising summer term transition meetings (eg between Year R and Year one teachers).
- Whole school story times in the Summer Term.
- Early identification of children needing extra support with transition and provide additional sessions as required.
- Taster sessions as required.
- Arranging new intake parent meetings.
- CPD for all staff across EYFS and Year 1.
- Year 1 teachers observing learning at different times during the year to increase their own understanding of the curriculum and the children.
- Moderation of learning journeys.
- To fully consider the EYFS profile scores and how best to plan for individuals/groups of children who are still 'emerging'.
- Year 1 learning to reflect a balance of adult and child led learning.
- Room to room transition, home to Nursery and Nursery to Year R transition meetings.

13. Monitoring and Review Procedures

- It is the responsibility of the EYFS staff to follow the principles stated in this policy.
- All EYFS staff will meet on a fortnightly basis to monitor and evaluate provision.
- The Nursery manager, Year R phase leader and the leadership team will carry out monitoring of the EYFS as part of the whole school monitoring procedures.
- The Nursery manager and Year R phase leader will discuss EYFS practice with the whole Governing Body raising any issues that require discussion.

This policy will be reviewed by the Nursery manager and Year R phase leader in the Summer term before the start of each academic year. At every review, the policy will be shared with the governing board.

Signed: *Mr A Howard*
Headteacher

Dated:

Signed: *Mrs Pauline Jeffs*
Chair of Governing Body

Dated:

Review: July 2021