

Catton Grove Primary School



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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [Early Years Foundation Stage Statutory Framework for school and group based providers](#).

3. Structure of the EYFS

At Catton Grove Primary School, we recognise the importance of play in a child's development. It allows children time to experiment with language, relationships, movement, creativity; and to practise the skills they will need as they develop. Play allows children to use their imagination and engage with the world around them. This is reflected in our ethos 'We learn to play, we play to learn.'

Intent

We have 5 clear aims which are at the heart of our everyday learning.

We want our children to be:

- **Ready to learn:** Children have a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
- **Resourceful:** Children show initiative, ask well thought-out questions, and are prepared to use a variety of strategies to learn.

- **Reflective:** Children are curious, able and willing to learn from their mistakes, and can describe their progress.
- **Resilient:** Children are prepared to persevere and stay involved in their learning; even when the process is challenging.
- **Reciprocal:** Children are prepared to help each other, and work as a team.

We understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure that children meet their next steps. This will enable them to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become well-rounded, happy individuals, ready to succeed.

We are aware that our community is in an area of deprivation, and this presents a variety of challenges. We recognise that children enter our setting with varied experiences, and we know the importance of giving our children the best possible start to their education. We aim to address Cultural Capital, defined as "the essential knowledge that children need to be educated citizens", by building on the experiences that children have already had, as well as providing others that they may have missed. By planning and implementing teaching and learning opportunities, we support children in reaching their potential. Knowing that our children enter the Nursery and Reception classes with varied life experiences, we aim to plan teaching and learning opportunities accordingly to address this. Where possible, we take children out of the setting, as well as inviting individuals and companies in, to provide children with topic-based learning opportunities.

At Catton Grove Primary School, our Foundation Stage caters for eligible children from 2 years old to 5 years old. We have one Nursery room which caters for 2/3 year old children (Caterpillar Class), and we have 3 room bases which cater for our 3/4 year old children (Bumblebee, Butterfly and Ladybird Class); with spaces for both 15 and 30 hour funding.

We offer an option for parents to pay for sessions if they are not entitled to government funding; this is charged at an hourly rate of £7.72 for the Caterpillar Room (£23.16 per session), and £5.78 for Bumblebee, Butterfly and Ladybird Classes (£17.34 per session).

For families with 30 hour funding, the sessions run daily from 8:30am-2:30pm. There is an option for families to pay for their child to stay until the end of the main school day (3:15pm) at a cost of £4.40 per day for the additional 45 minutes.

We have three Reception room bases (Elephant, Panda and Giraffe Class).

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework for groups and school based providers.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language

- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

Children in the EYFS learn through the Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

This learning takes place both in both the indoor and outdoor environments. Our classrooms are organised to allow children to explore and learn safely and securely. Each classroom has defined learning areas where children are able to find and locate equipment and resources independently. The outside area has equal importance and is used daily. Our children can freely flow between the indoor and outdoor environments all year round. Being outdoors offers the children opportunities for doing things in different ways and on a different scale than when inside. As well as offering opportunities for physical activity, being outside offers freedom and movement, and promotes a sense of well-being. They can explore, use their senses, develop their language skills and be physically active. We plan activities and resources for both indoor and outdoor environments, enabling children to develop all areas of their learning.

We have a curriculum that is child-centred and that is based upon 'Wow' experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested.

Daily guided activities are set up and planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Areas of need and next steps are identified for all children to ensure good progress is made. There are a range of stimulating and engaging activities which the children can access independently, and a variety of opportunities for child-initiated play. On top of these, Reception children are set a range of weekly challenges, across the curriculum, to complete independently.

We feel that it is important for children to take ownership of their learning, so we provide many opportunities for them to do so. Children are encouraged to talk about their next steps in their learning and to set themselves their own 'I Can' targets. Alongside this, through observations, adults identify gaps in individuals' learning, and ensure that appropriate activities are planned and supported in order for them to achieve this.

It is important that children are given the opportunity to build upon prior learning therefore, to ensure progression, we plan as a Foundation Stage team, ensuring that we are providing opportunities to develop the Characteristics of Effective Learning.

We value the role parents play in their child's education, and aim to engage them in their child's learning. We use ClassDojo to set challenges and send supportive material. This enables families to support their child and to promote learning at home. We provide parents with topic overviews and knowledge organisers to help engage them in what their child is learning at school, and equip them with what they can do at home. We provide a variety of opportunities for parents to enjoy with their children at school; these include Family Cafes, Bedtime Story Cafes, Christmas singing and

performances, Mother's Day, Father's Day, Maths and Phonics forums and Progress Days. In order to work together to develop a better understanding of the unique child, we encourage families to support their child's learning journey by sending photos and videos to us via Classdojo and by contributing to their Special Books, therefore helping us to celebrate their achievements at home. We celebrate achievements both in school and at home through our class WOW! Walls where staff and parents can both share the child's achievements.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Nursery and Reception staff teams work together to ensure that the learning is progressive. This ensures that activities are based on prior learning and knowledge gaps are addressed.

Our planning is divided into long term, medium term, and short term plans. Our long term plan and our skills document state the topics and skills to be covered each year; including key core texts and illustrate enquiry questions explored each term. Our medium term plans are in the form of topic webs and are shared with families to provide ways in which parents/carers can support learning at home. Short term or weekly plans, including rooms plans, show specific activities planned for the cohort of children. These will include a variety of adult-led activities and provision to inspire and support child-led learning. Staff ensure that all children are encouraged to experience all areas of activity throughout the week.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. We hold weekly plenary sessions with the children to get feedback on what they have learnt and where they would like to take their learning next.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. We aim to include children in the planning process and regularly talk about the learning that has occurred, and where they would like their learning to go next.

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

5. Assessment

At Catton Grove Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account

observations shared by parents and/or carers. Where appropriate, these observations will be added to each child's individual Special Book.

Every child entering Foundation Stage is assessed using the Wellcomm toolkit. This establishes a baseline for their speech development and understanding and gives an age band related score. If the child scores below age related expectations, they are supported and reassessed at a later date.

When a child is **aged between 2 and 3**, staff 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 the **3 and 4 year old** Nursery, children are assessed using the Word Aware Concept Assessment (WACA) and concept gaps are then taught throughout the year in preparation for Reception.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Transition

We understand that transitions are central to young children's development and emotional wellbeing, and the way in which the first transitions are handled could have a significant impact on the child's capacity to cope with change in the short and long term. We aim to make the provision a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

6.1 Transition into Nursery

New Nursery parents are required to attend an open session with their child, before their child is due to start. This session provides them with essential information about our setting, to talk with the staff, and for the child to spend time in the Early Years environment.

The transition process will include the following:

For our Caterpillar children in the first week-

Session 1-3: Children to attend the setting for 1 ½ hours

Session 4+: Children to attend a full 3 hour session. After this session, we work with individual families to build a transition that is suitable for the child.

For new children in our 15 hour rooms in the first week-

Session 1-3: Children to attend the setting for 1 ½ hours

Session 4+: Children to attend a full 3 hour session. After this session, we work with individual families to build a transition that is suitable for the child.

For new children in our 30 hour room in the first week-

Session 1: Parents and staff liaise together and tailor transition, if needed, to the individual child.

This staggered start is to ensure the children become familiar with staff, routines, and environments before settling into a full-time start, whilst we are also mindful of supporting our families that work and are in education.

These settling sessions are to be used as a guide and we understand that each child and their situation will be different; we always work with parents to adjust these settling sessions if the child requires a slower transition to us.

6.2 Transition into Reception

New Reception parents are invited to attend an open session to provide them with essential information for the academic year.

During the initial meeting, staff ensure that they have a full understanding of the child's dietary requirements, preferences, food allergies and special health requirements. This information is documented on a central system and where appropriate shared with relevant staff.

The child's class teacher will visit the child at their Nursery or Pre-School setting to meet them and their Key Person to discuss the child as a learner. If a meeting cannot take place in person, a phone call will be made as an alternative communication.

Each child and their parents/carers will be invited to attend a Teddy Bear's Picnic so that they can spend time in the setting with their teachers.

The transition process across the first week will include the following-

Day 1: 1 hour session in the classroom whilst parents are invited to a 'coffee morning' with key school staff members such as SLT, FCSEA, etc.

Day 2: 1 ½ session in the classroom whilst parents leave site

Day 3: Full sessions

This staggered start is to ensure children become familiar with staff, routines, and environments before settling into a full-time start.

These settling sessions are to be used as a guide and we understand that each child and their situation will be different; we always work with parents to adjust these settling sessions if the child requires a slower transition to us.

7. Working with parents and carers

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

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

Throughout the year, we hold progress meetings with parents to discuss their child's progress and attainment; and also provide a written report at the end of each academic year. We regularly update

parents with newsletters, curriculum letters and knowledge organisers which contain ideas of how parents can support their children at home.

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 supports parents and/or carers in guiding their child's development at home.

8. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For children aged 2, we have at least 1 member of staff for every 5 children. Witing in session, at least 1 member of staff has a full and relevant Level 3 and at least half of all other staff hold a full and relevant Level 2.

For children aged 3 and over: Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children. At least 1 other member of staff holds a full and relevant Level 3.

Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children. 1 member of staff holds a full and relevant Level 3 and at least half of all other staff hold a full and relevant Level 2.

For Reception classes, we comply with infant class size legislation and have at least 1 teacher per 30 pupils.

All voluntary adults/students have relevant DBS checks and are supervised by a member of staff at all times.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including when children are eating and on outings. This PFA certificate is renewed every 3 years as required.

Smoking and the use of electronic cigarettes/vapes are strictly prohibited on the school premises, within the grounds, and on all educational outings.

We promote good health, including oral health, in the Early Years by basing a topic around keeping healthy. Full time children brush their teeth daily after lunch at school, in addition to the expected twice daily brushing at home. Happy Smiles dental team visit throughout the year, specifically to talk to our children about oral health. In addition, the dental team also carries out a yearly inspection of every child's teeth and makes recommendations towards dental care plans. Emergency dental care is carried out at a follow up appointment. Early Years staff closely monitor children's dental health and follow up with parents regarding dental appointments. Healthy food and drinks are offered at daily snack times and our weekly cooking and food tasting sessions provide regular opportunities to discuss making healthy choices. Opportunities to explore healthy lifestyles are further promoted through play, including planned role-play areas such as the gym, the dentist, restaurants and the doctors.

Safer sleeping

We do not have under 2's in our setting however, if a child needs to sleep we have regulation mattresses and sheets which meet the required standard (BS 7177:2008+A1:2011.). Inside each room there is a room temperature thermometer and a quiet area is set aside for children to lay and sleep / rest. There is always a member of staff present, children are positioned on their back without a pillow. If a cover is required this is always tucked in and below chest height. The child is regularly checked upon.

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

9. Monitoring arrangements

This policy will be amended by L.Brown and G.Veness every year and will be reviewed by the Governing Board annually.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy