



## Early Years Foundation Stage Policy 2020-2021

### Our Ethos/ Vision

*'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'*

*Early Years Foundation Stage Profile - Department for Children, Schools and Families  
2012*

The Early Years Foundation Stage applies to children from birth to the end of their Reception Year. At Millhouse Primary School and Nursery we have Nursery and Reception provision. Within our school setting there are three Reception teachers and a Nursery teacher. There are 3 teaching assistants across the 3 Reception classes and a Qualified Nursery Nurse and 1 teaching assistants in the Nursery classroom. Nursery children join the school the term after their third birthday and Reception children the September following their fourth birthday. We believe that early childhood is the foundation on which children build the rest of their lives and at Millhouse Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

### Aims and Objectives

We aim to support all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Millhouse Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.

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- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and next steps and helping each child to progress. We will use a variety of assessment methods including on-going short and long observations, adult and child led activities and the use of the Tapestry assessment tool.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers and the benefits of sharing both successes and concerns with them.

### Learning and developing

The EYFS Curriculum Our curriculum for the Foundation Stage reflects the learning aims and objectives set out in the Early Years Foundation Stage Curriculum.

There are seven areas of learning and development that must shape educational provision in all Early Years settings. All areas of learning and development are important and inter-connected and none can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these areas of learning. They require a balance of adult led and child initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

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- Personal, Social and Emotional Development
- Communication and Language
  - Physical Development

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

Specific Areas:

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

Children's development levels are assessed and as the year progresses, 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.

### **Characteristics of Effective Learning**

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

More information on this curriculum is available in a parent friendly handbook and can be found online at: <http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parentsguide/>

### **Planning**

The Early Years Foundation Stage Curriculum provides the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes / topics and/or discrete phonics, maths and other directed teaching. The themes / topics are those that the EYFS team have identified as vehicle of interest to deliver the children's next steps in learning and also to respond to the individual needs, achievements and interests of the children.

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### Assessment

During the first term, the EYFS team work together to assess the ability of each Reception pupil using observations and activities. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual and/or groups of children. Most of our children have attended our setting as Nursery pupils and that helps to facilitate this process.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the pupils' Foundation Stage, and to summarise their progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Early Years Foundation Stage.

We record each child's level of development against the 17 areas of learning as Emerging, Expected or Exceeding. Observations and assessment of each individual pupil is on-going with the information gained being used to ensure that future planning reflects identified needs. The EYFS team have weekly planning meetings to discuss each child and the ways we will adapt the provision to address their learning and any needs identified.

Assessment in the Foundation Stage takes the form of both formal and informal observations, teacher and teacher assistant knowledge of the pupils and photographic evidence. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

Assessment data is recorded by the teachers in online learning journals using Tapestry. Tapestry is an online learning journal which can be accessed on a computer, laptop or smart device. Notifications are sent to parents/carers when an observation has been uploaded, allowing you to see what your child has been achieving whilst at school. With Tapestry you are also able to upload your own pictures and comments to show what your child has been up to at home.

We also e-mail the online learning journeys to parents of pupils at the end of both Nursery and Reception allowing you to keep your child's first experiences at school.

At the end of a pupil's Reception Year we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the

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end-of-year report. Parents receive an annual written report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and developmental needs, and gives details of the child's general progress. We complete these in the Summer term and send them to parents before the end of the school year.

### The Learning Environment

Our EYFS areas are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, be creative etc. Children have access to both the inside and the outside environment at various points in the day which is known to have a positive effect on the children's development.

In Nursery the children have access to a large, enclosed outdoor area with access to sand, water, role play, bikes, mud kitchen, storytelling area, sensory area and climbing equipment. Activities are also set up on tuff trays each day which cover a range of the curriculum.

In Reception the children have access to an outdoor area attached to the classrooms and also the large playground with the fort and grass areas. Within these spaces the children have access to sand, water, writing opportunities, construction, bikes, climbing equipment and role play. Spending time outdoors offers opportunities for exploring and learning things differently to when pupils are indoors and gives things a different perspective. The children can explore, use their senses and be physically active.

### Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily. In both Nursery and Reception children are invited to a taster session before their official start date. Staff are on hand to meet and greet parents with their children and answer any questions they might have. Towards the end of the year, as children are getting ready to join school full time, the team will encourage more independence. Parents of all children entering their Reception Year in the next Academic Year will either be invited to an Induction Meeting in the Summer Term to meet their child's new teachers and other key staff. This is an opportunity for staff to:

- Share the school handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
  - Answer any questions parents might have about starting school
- Explain the arrangements for starting school in September

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- Talk to the parents about the school and Government expectations at the end of the EYFS.

When children begin both Nursery and Reception we start our settling sessions with staggered starts. The children are invited to come into school in small groups to begin with for a short period of time before going full time. We find this helps with settling children into a new environment and helps us get to know them better.

Throughout the Reception Year we aim to build up their involvement in whole school life helping them to become familiar with many of the teaching and support staff working in other classes. They will have taken part in the weekly achievement assembly as well as sharing the lunchtime hall with the other pupils.

### Safeguarding & 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 2017)

At Millhouse Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (More information can be found in the school's safeguarding policy)

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### **Healthy Eating**

All children, in Nursery and Reception, are provided with a healthy snack each day as well as being given the choice of a drink - milk and water. We ask that children bring in their own water bottles so they can access these throughout the day. School dinners are provided for free for all children in Reception and menus are available on the school website. We also ask Nursery parents for a small voluntary contribution to buy extra fruit or a snack that is additional to the fruit provided by the government. This is to encourage pupils to try a range of foods.

### **Intimate Care**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. We actively encourage parents to start helping their children become independent with these tasks as soon as they start in Nursery. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child.

### **Monitoring and Review**

It is the responsibility of those working with Nursery and Reception pupils to follow the principles stated in this policy. The Headteacher (Mr G.Allen), the Deputy Headteachers (Mrs D.McGarry) (Mrs J.Haken) and EYFS lead (Mrs Nugent) will monitor EYFS provision as part of the whole school monitoring schedule. This policy will be reviewed in July 2021 or earlier if circumstances require it.

### **Coronavirus**

Due to Covid19 we have made a few necessary changes to our daily timetable to ensure we are meeting the necessary guidelines. Please refer to the Risk Assessment on the website. Some of these changes are listed below:

- Hand washing when entering and leaving the class and before and after eating.
- Washing equipment and resources between classes.
- Washing hands before and after when using malleable materials such as playdough, sand etc.
- Splitting the outside area in Reception so all three classes have access to outdoor resources and activities.

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- Staggered start times for all reception classes so bubbles are not mixing when entering the school.
- Staggered lunchtimes to allow children to eat in class bubbles.