



St Nicholas
C of E Primary School

Early Years Foundation Stage Policy

Adopted: July 2017

Review date: July 2018

“Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender”...from ‘Development Matters in the Early years Foundation Stage’.

1. Introduction

The purpose of this policy statement is to ensure a shared outlook and approach to the teaching of the Early Years Foundation Stage (EYFS). It should ensure consistency, continuity and coherence throughout the foundation stage. It should also enable new members of staff to have easy access to and understanding of the approach to learning and teaching in the Reception classes.

2. Definition of Foundation Stage.

The Early Years Foundation Stage applies to children from birth to the end of their reception year. A child may go to a number of different settings during their Foundation Stage. The last year of the Foundation Stage is the Reception Year when a child is admitted into a reception class. At St. Nicholas C of E Primary School the Foundation Stage refers to children in Reception Classes.

This policy links with the Every Child Matters agenda and foundations for life, health and learning, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

EYFS Principles

Effective practise in the EYFS is built on four guided themes which all contribute to a child’s learning and development.

- ***A unique child*** – recognising that every child is a competent learner who can be resilient, capable and confident.
- ***Positive relationships*** –recognising that children learn to be strong, confident and independent from being in secure relationships.
- ***Enabling environments*** - recognising that the environment plays a key role in supporting and extending the children’s development, where the children feel confident, secure and challenged.
- ***Learning and developing*** - recognising that all areas of learning are connected and that children develop and learn in different ways.

3. Aims

At St. Nicholas C of E Primary School we aim to:

- Develop the whole child and foster the growth of their educational, intellectual, social, emotional, social, physical and language skills.
- Promote an atmosphere of caring in which all children regardless of race, gender, social background or ability can learn and develop to their full potential.
- Encourage children to be aware of the needs of others, to care and respect each other.
- Promote positive attitudes and dispositions towards their learning.

4. Objectives:

By the end of the Foundation Stage it is intended that pupils at St. Nicholas C of E Primary School will have developed appropriate skills and attitudes relative to their ability:

- engagement, motivation, creative and critical thinking skills
- communication and verbal skills
- writing skills
- physical skills
- problem solving skills
- social skills
- mathematical skills
- scientific skills
- technological skills

5. Principles for Early Education at St. Nicholas C of E Primary School

- 5.1 Practitioners at St. Nicholas C of E Primary School ensure that all children feel included, secure and valued.
- 5.2 Early Years practice builds on what the children already know and can do.
- 5.3 No child is excluded or disadvantaged.
- 5.4 Every child matters – each child is treated as unique and an individual.
- 5.5 Parents and practitioners work closely together with parents as partners.
- 5.6 The Foundation Curriculum is carefully structured, with:
 - provision for different starting points, from which the children can develop their learning, building on what they already can do.
 - relevant and appropriate content that matches the different children's needs.
 - planned and purposeful activity that provides opportunities for teaching and learning both indoors and outdoors.
- 5.7 We provide opportunities for children to engage in activities planned by adults (adult led) and those that the children plan or initiate themselves (child initiated).

- 5.8 Practitioners observe and respond appropriately to children.
- 5.9 For children to have rich and stimulating experiences and become independent and active learners, we ensure that the learning environment is well planned and well organised.
- 5.10 Learning is holistic and for the child and is not compartmentalised under subject headings.
- 5.11 Play is vital in children’s learning. It is their work, a serious pursuit through which they make sense of the world. Learning is most successful when the children are actively involved in first hand experiences both indoors and out.
- 5.12 We ensure that the potential in all children emerges powerfully under favourable conditions.

6. The Curriculum for the Foundation Stage

- 6.1 The curriculum in the Foundation Stage is broad, balanced, differentiated, relevant and child centred so that every child has equal access
- 6.2 The Foundation Curriculum is organised into characteristics of effective learning then prime and specific areas of learning:

Characteristics of Effective Learning	Area of Learning and Development	Aspect
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to ‘have a go’	Prime Areas	
	Personal, Social and Emotional Development	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
	Physical Development	Moving and handling Health and self-care
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Communication and Language	Listening and attention Understanding Speaking
	Specific areas	
	Literacy	Reading Writing
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things	Mathematics	Numbers Shape, space and measure
	Understanding the World	People and communities The world Technology
	Expressive Arts and Design	Exploring and using media and materials Being imaginative

- 6.3 Children’s learning is not divided up into areas. One experience may provide a child with opportunities to develop a number of skills, competences and concepts across several areas of learning.

7. Play

- 7.1 Through well-planned play, (sometimes with an effective adult) children learn with enjoyment and challenge. Staff enable children to make progress with their play from engagement play to active, motivational play - creating and thinking in a critical manner.

8. 3B4ME

- 8.1 Children are encouraged to be independent thinkers and independent learners. In order to facilitate this, the school has a system called 3B4ME. This is where there are 3 things the child should do before asking an adult or 'ME'.
- 8.2 The three 'Bs' are:
 - 8.2.1 **Book** – encouraging children to use the resources in books, on displays, around the room to support their learning
 - 8.2.2 **Buddy** – collaborating with others, imitating others (what are the other children doing/how are they behaving)
 - 8.2.3 **Brain** – persevering, keeping going even when it is hard *I can't do it yet!*
- 8.3 Children are rewarded for using these learning dispositions and praised for the effort they put in to becoming independent, active learners.

9. Classroom Organisation and Management of Teaching and Learning

- 9.1 A range of strategies are used so that the children are able to acquire the relevant knowledge, understanding, skills and attitudes.
- 9.2 Activities are carefully planned so that the children have the opportunities to explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate.
- 9.3 Children need to be systematically taught so that they are helped to make connections in their learning and are actively led forward, as well as to reflect on what they have already learnt.
- 9.4 Young children learn best in different ways eg. through physical activities, creative activities, multimedia, first hand exploration and the classroom environment is always set up to ensure different learning styles are addressed daily.
- 9.5 Classroom organisation: The Reception area is an open plan double classroom where two teachers work in partnership with two teaching assistants. The enclosed outdoor area is used to develop all areas of learning throughout the year at all times.
- 9.6 From October half term children take part in weekly swimming lessons.

10. The Learning Environment

At St. Nicholas C of E Primary School we ensure that our classrooms are:

- lively and inviting
- organised into areas where the children can be active, quiet and can rest. This enables imaginative, lively and investigative play which do not necessarily impinge on each other.
- flexible to meet the changing needs of the children.
- organised so that they encourage independence.
- clearly labelled resources so that the children can select and return their own equipment. This naturally provides further opportunities for independent learning.
- encouraging independence by having materials and equipment readily available.

10 Planning

- 10.1 Long term and half termly planning grids are followed.
- 10.2 Short Term planning is carried out weekly at planning meetings.
- 10.3 Outdoor and indoor planning may cover the same objectives but will offer different experiences.
- 10.4 Our plans are flexible and change in response to children's learning, needs and interests during the week.

11 Assessment

- 11.1 We make regular assessments of the children's learning through 'assessment for learning', and, we use this information to ensure future planning reflects identified needs. Assessment in the Early Years Foundation Stage is ongoing and an integral part of the learning and development process. The staff make systematic observations and assessments of each child's achievements, interests and learning styles. The observations and assessments are used to identify learning priorities and plan the next stage in the learning experiences for the child. The observations are then matched to the Early Learning Goals and are recorded as part of the Early Years Foundation stage profile, this may take the form of photographs, examples of work or observations.
- 11.2 The assessment evidence is collected in each child's learning journey and this shows development of each child's learning throughout their Reception Year. The children work with their key worker to reflect on their learning and to identify next steps.
- 11.3 At the end of the academic year ELGs are moderated between staff and final scores are sent to The Warwickshire Assessment Team. In the Summer term, a more detailed report is produced informing parents of their child's achievements against the Early Learning Goals (in line with the statutory requirement).
- 11.4 Learning Journey books are shared with parents at termly parents meeting and are taken home at the end of the academic year.
- 11.5 Parents have opportunities to record their own observations and share them with their child's teacher.

12 Role of the Foundation Stage Phase Leader

- 12.1 To ensure that planning is kept in line with current thinking.
- 12.2 To review the policy for the foundation stage each year.
- 12.3 To manage and oversee the practice for 'Development Matters in the EYFS'.
- 12.4 To understand and disseminate new initiatives to all staff.
- 12.5 To work with subject managers and the Headteacher to ensure that each child has access to their full curriculum entitlement.
- 12.6 To ensure that teaching assistants in the Foundation Stage are part of the whole foundation stage team

13 Induction and Admission

- 13.1 At St Nicholas C of E Primary School we recognise that starting school can be a very worrying time for both children and parents. We believe that it is important for children to feel secure and valued at all times.
- 13.2 The Foundation Stage Phase Leader liaises with the different feeder settings in the Summer term to make arrangements for the new intake in September. We work together with them so we can begin to get to know the needs of the children, the best groupings, abilities, interests and special needs.
- 13.3 Parents are invited to a 'Transition Meeting' Meeting in which they are informed of relevant dates, daily routines and meet the Reception Team.

- 13.4 Children are also invited to a series of 'Transition afternoons'. This allows parents to meet staff and for the children to become familiar with a small group of peers and their new environment. They also spend half a day in school at the end of June, becoming familiar with their new class.
- 13.5 For the September intake the children start school on the second day of term for a half day. All children start full time on the third day.
- 13.6 Should parents have any concerns regarding their child settling in they should liaise with the teacher in order for a individual transition plan to be created.
- 13.7 At the beginning of the Autumn term the parents meet the class teachers in meetings known as Parent/Pupil interviews. This so the teacher can get to know the parents and the children as well as provide parents with the opportunity to voice any worries or concerns that they might have about their child.
- 13.8 A meeting is held to inform parents about routines, reading, writing, number and social skills. Here, they get the opportunity to see how we approach teaching and learning in these areas as well as the philosophy behind play both inside and outside.

14.0 Parents / Carers

- 14.1 At St. Nicholas C of E Primary School, it is very important that the Staff and Parents work together as partners - forming good relationships.
- 14.2 We recognise that parents are the first educators of their children and have a wealth of information to share with the school. There needs to be a two way flow of information, knowledge and expertise between parents and teachers.
- 14.3 All parents are made to feel welcome and valued through a range of different opportunities eg. formal and informal meetings, topic exit points, open days and helping in school (swimming/Forest School).
- 14.4 Parents are asked to complete 'Proud Clouds' to record of significant learning at home. Feedback at Parents Evening is also recorded. These then form part of the child's learning journey record.
- 14.5 A range of activities are organised throughout the year inviting parents that encourage collaboration between child, school and parents.
- 14.6 At the start of each half term a phase newsletter is sent home informing parents/carers of the topics and areas of the curriculum to be covered and also any other relevant information that may help the parent / carer of the child.

15.0 Background Information

The following documentation was used in developing this policy:

'Development Matters in the Early Years Foundation Stage'

'Statutory Framework for the Early years Foundation Stage'

'The Early Years: foundations for life, health and learning'

EYFS

Statutory Framework Requirements Policy

The Learning and Development Requirements

- The seven areas of learning and development (Prime and Specific areas) shape educational programmes and must be implemented through planned, purposeful play and a mix of adult-led and child- initiated activity
- Planning meets the emerging needs, interests and stage of development of each individual child
- Planning must reflect the different ways that children learn (Characteristics of effective teaching and learning)
- Progress is discussed and shared with parents
- Vulnerable children are clearly supported to make progress in their learning
- Steps are taken to provide opportunities for children to develop and use their home language
- Children's attainment in communication, language and literacy skills must be assessed in English
- Each child must be assigned a key person
- The key person's role must be shared with parents and they must work with parents to guide and support learning at home
- The key person must ensure that each child's learning and care needs are met

Child protection

- Level 1 safeguarding for all staff (This is renewed every 3 years).
- Level 2 safeguarding for the named nominated Designated Safeguarding Lead (DSGL) – at St Nicholas the Foundation Stage Phase Leader is part of the DSGL Team.officer
- Have a safeguarding notice board for staff, all staff access CAF e-learning, face to face CAF training for manager/SENCo, good practice in record keeping)
- All staff awareness of role of LADO, including what to do if an allegation is made against a member of staff and contact details
- All staff clear on child protection policy and procedures in the setting this must include use of mobile phones, cameras and social media
- Have read and understood, Keeping Children Safe in Education, Part One.

The Safeguarding and Welfare Requirements

- Recruitment procedures and vetting processes in place to ensure suitability of staff
- Single central record in place to show DBS information and staff qualifications. DBS enhanced checks in place for all staff – the School informs staff that they are expected to disclose any change in circumstance that may affect their suitability
- No-one unchecked has unsupervised contact with children
- The School must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the DBS where a member of staff is dismissed (or would have been had the person not left the setting) because they've harmed a child or put a child at risk of harm

- In the event of the disqualification of a registered provider, the provider must not continue as an early years provider – nor be directly concerned in the management of such provision
- Where a person is disqualified, the provider must not employ that person in connection with early years provision
- Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children
- A registered provider or childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed
- A provider must notify Ofsted of any significant event which is likely to effect the suitability of any person who is in regular contact with any children on the premises where childcare is provided
- The provider must give Ofsted the following information about themselves or about any person who lives in the same household as the registered provider or who is employed in the household
 - Details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006
 - The date of the order, determination or conviction, or the date when the other ground for disqualification arose
 - The body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
 - A certified copy of the relevant order (in relation to an order or conviction)
- Notify Ofsted within 14 days of the provider becoming aware of the information, of disqualification of a suitable person, either registered person or employee
- Staff ability to look after children properly must not be impaired by the influence of alcohol /other substances /medication
- Medication is securely stored, and out of reach of children, at all times

Staff qualifications, training, support and skills

- Comprehensive induction training is in place to ensure staff understand their roles and responsibilities and the settings policies and procedures
- St Nicholas C of E Primary School must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development opportunities for children that continually improves
- Systems for the supervision of staff are effectively in place
- Requirements for staff qualifications are met.
- Paediatric first aid trained person is on the premises at all times and always accompanies children on outings. The training must cover the course content as for St John Ambulance or Red Cross paediatric first aid training and be renewed every three years
- Staff must have sufficient understanding and use of English
- Each child must be assigned a key person
- Staff:child ratios always meet the minimum requirements
- Staff:child ratios must meet the needs of all children and ensure their safety (it may be necessary to exceed the minimum requirements in order to meet the needs of the children present)
- Children are usually within sight and hearing of staff and always within sight or hearing
- Parents are fully informed about staff deployment
- Only those aged 17 and over may be included in ratios

- Students on long term placements or volunteers (aged 17 and over) and staff working as apprentices in early education (aged 16 or over) may be included in ratios if the provider is satisfied they are competent and responsible

Health

- Good health of children is promoted
- Procedure in place and discussed with parents, for children who are ill or infectious with appropriate action taken if children are ill. Spread of infection is prevented.
- Administering medicines policy and procedure in place. Medicines given where prescribed and records are kept including written permission by parents/carer
- Meals, snacks and drinks must be healthy and nutritious
- All staff know and record when a child has special dietary requirements /allergies
- Drinking water is available at all times
- An area suitably equipped for the preparation and provision of healthy meals, snacks and drinks
- All staff involved in preparing and handling food must receive training in food hygiene
- Any food poisoning affecting two or more children must be notified to Ofsted as soon as reasonably practicable but within 14 days
- First aid box accessible at all times and appropriately stocked
- Written record of injuries, accidents and first aid treatments is maintained
- Parents are informed of any accidents, injuries or first aid treatment on the same day or as soon as reasonably practicable
- Any serious accident, illness, injury or death of a child and the action taken must be notified to Ofsted as soon as reasonably practicable but within 14 days
- The School must notify local child protection agencies of any serious accident, injury or death and act on any advice given

Managing Behaviour

- Corporal punishment must not be given or threatened. The School must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child
- Punishment must not be used or threatened which could adversely affect a child's well being
- The School must keep written records where physical intervention is used for the purposes of averting immediate danger of personal injury to any person or to manage a child's behaviour if absolutely necessary. Parents must be informed on the same day or as soon as reasonably practicable

Safety and suitability of premises, environment and equipment

- Premises, including outdoor spaces are fit for purpose and suitable for the age of children cared for and the activities provided on the premises
- The School must comply with requirements of health and safety legislation (including fire safety and hygiene requirements)

- The School must take reasonable steps to ensure the safety of children staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure
- The School must have appropriate fire detection and control equipment is in working order
- Fire exits clearly identifiable and fire doors free of obstruction and easily opened from the inside
- The School must not allow smoking in or on the premises when children are present or about to be present
- Premises and equipment must be organised in a way that meets the needs of children
- Indoor floor space requirements are met
- The School must provide access to an outdoor play area, or if that is not possible ensure that outdoor activities are planned and taken on a daily basis
- The School must follow their legal responsibilities under the Equality Act 2014 (for e.g. the provisions on reasonable adjustments)
- Sleeping children must be checked frequently
- The School must ensure that children in the baby room have contact with older children and are moved into the older age group when appropriate
- Adequate number of toilets and hand basins
- Suitable, hygienic changing facilities for children who are in nappies
- Suitable place is available for staff to talk to parents confidentially
- Suitable area for staff to take breaks away from areas being used by the children
- Children are only released into the care of approved, known adults and must not leave the premises unsupervised
- Identify of visitors are checked and all reasonable steps are taken to prevent unauthorised persons entering the premises
- Public liability insurance is in place
- The School must ensure that they take all reasonable steps to ensure that staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks
- The School must determine where it is helpful to make some written risk assessments in relation to some specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors
- Children must be kept safe while on outings.
- The School must assess the risks or hazards which may arise for the children and must identify the steps to be taken to remove, minimise and manage risks and hazards
- Adult: child ratios must be considered for outings
- Vehicles and drivers must be adequately insured

Special educational needs

- The School must have arrangements in place to support children with SEN or disabilities.
- The School must have regard to the SEN code of practice
- SENCO in place

Information and records

- Records must be maintained and information obtained shared to ensure the safe and efficient management of the setting and the needs of all children are met
- Regular two-way flow of information with parents/carers and between The School if a child is attending more than one setting
- Records must be easily accessible and available (prior agreement from Ofsted is required to keep records securely off the premises)
- Confidential information and records about staff and children are held securely and only accessible to those who need to see them
- Awareness of the responsibilities under the Data Protection Act 1998 and where relevant, the Freedom of Information Act 2000
- All staff must protect the privacy of children in their care as well as the legal requirements that exist to ensure the information relating to the child is handled in a way that ensures confidentiality
- Parents/carers must be given access to all records about their child, unless relevant exemptions are in place under the Data Protection Act 1998
- Records relating to individual children are retained for a reasonable period of time after they have left the provision
- Information that must be recorded for each child:
 - Full name, date of birth, name and address of every parent /carer known to the provider or any other person who has parental responsibility for the child, which parent/carer the child normally lives with, emergency contact details for parents/carers
- Information that must be made available to parents /carers:
 - How the EYFS is being delivered
 - How parents /carers can access more information on the EYFS
 - Range and type of activities provided for children
 - Daily routines of the setting
 - How parents /carers can share learning at home
 - How the setting supports children with SEND
 - Food and drinks provided for children
 - Details of the The School policies and procedures (copies must be made available on request), including the procedure to be followed in the event of a parent /carer failing to collect a child at the appointed time or in the event of a child going missing at, or away from, the setting
 - Staffing in the setting, the name of the child's keyperson and their role, a telephone number for parents/carers to contact in an emergency
- Written procedure in place for dealing with complaints from parents /carers
- Written records kept of any complaints and their outcome from parents /carers
- Written complaints must be investigated and complainants must be notified of the outcome within 28 days of having received the complaint
- Records of complaints must be made available to Ofsted on request
- Parents /carers aware of how to contact Ofsted
- Parents /carers must be notified if The School know they are going to be inspected
- A copy of the inspection report must be supplied to parents /carers
- The School must hold the following documentation:
 - Name, home address and telephone number of the provider and any other person living or employed on the premises
 - Name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children
 - Daily record of the names of the children being cared for on the premises, hours of attendance and the names of each child's keyperson

- Certificate of registration displayed and shown to parents/carers on request
- Provider must notify Ofsted of:
 - Any change to the address of premises
 - Any change to the premises which may affect the space available
 - Any change of the name or address of the provider
 - Any change to the School other contact information
 - Any change to the person who is managing the provision
 - Any proposal to change the hours during which childcare is provided
 - Any significant event which is likely to affect the suitability of the provider or any person who cares for or is in regular contact with children on the premises
 - Any change in the name or registered number of the company/charity/nominated individual/ individuals who are partners, directors, secretary or other officer or member of its governing body (this must include name, former names /aliases, date of birth and home address)