



EARLY YEARS FOUNDATION STAGE POLICY

Autumn 2015

IMPORTANT

As stated in Section 3:3 of the Statutory Framework for the Early Years Foundation Stage 2014, Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy.

Alford Primary School – Early Years Foundation Stage Policy

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N.B. Throughout this policy The term “parent” refers to Mothers, Fathers, legal guardians and the primary carers of looked-after children.

1. Introduction:

The school policy for the Early Years Foundation Stage reflects the school’s values and philosophy in relation to the teaching and learning of EYFS. The implementation of this policy is the responsibility of the Early Years Team Leader and all staff working within the Early Years Foundation Stage.

The Early Years Foundation Stage at Alford Primary School applies to children from four years of age until the end of the Reception year. All children are eligible to join us in the September of the academic year in which they turn five.

2. Overall Statement:

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.

(p.5 Statutory Framework for the Early Years Foundation Stage 2014.)

3. Aims:

We aim to:

- Secure a broad and balanced curriculum that fosters intellectual, emotional, physical, spiritual, moral, social and cultural development of children.
- Ensure an equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported.
- Provide the highest quality learning and development opportunities which are planned around the needs and interests of each individual child and which provide the right foundation for good future progress through school and life.
- Value each child as an individual and plan opportunities that build upon and extend children’s knowledge, experiences and interests, and develop their self-esteem and confidence.
- Ensure that all children make progress commensurate with their developing abilities, irrespective of gender, race or religion.

- Create a welcoming, safe and stimulating environment which will encourage children to explore, investigate and learn through first-hand experience.

4. Organisation:

Our Early Years Foundation Stage setting has a welcoming and friendly atmosphere where children feel safe and secure and can make a happy transition from home/pre-school to school.

The Reception children are accommodated in a block of the school that has two classrooms with an adjoining wet bay area and sole access to a secure well-resourced outside classroom. It also has its own toilets and cloakroom area. The Reception children have access to the whole school ICT suite, P.E. hall and equipment.

Within the EYFS the class teacher(s) acts as “Key Person” to all children within their class. Their role is to ensure that every child’s care is tailored to meet their individual needs and to build a working partnership relationship with their parents. We are a school where parents and families are valued as partners in their children’s education and can expect to be welcomed and involved in the life of our school. We strive to achieve this through working with our parents to promote the learning and development of all children within our care.

At Alford Primary School this begins prior to starting school where our parents attend an induction evening and are given the opportunity to meet the staff, see the setting and find out any information they need to know. Our Reception children start full time at the start of the Autumn Term.

During the Autumn Term there are family learning workshops and individual parent consultations designed to enable parents to feel fully informed about how the EYFS is being delivered and the range of experiences provided for their child.

This approach is continued beyond the Autumn Term through:

- an open door communication approach,
- online access to Learning Journals or,
- free access to paper copy of Learning Journal,
- a celebration photo gallery of the children engaging in purposeful play,
- ideas on ways parents can contribute to their child’s learning journeys
- weekly newsletters which comprises of sections on ‘what we have been doing’ ‘how you can help at home’ and ‘what we are doing next week.’

Transition from pre-school to school and from Reception to Year 1 is planned for. We have close links with the local pre-school providers and are committed to doing everything we can to ensure that the children settle into their new surroundings as easily and happily as possible. The Early Years Team leader and pre-school leaders attend local cluster meetings and training led by Local Authority Birth to Five consultants. As part of our transition process the Early Years Team Leader visits most children in their pre-school setting before starting school. The children who attend the local pre-school’s “Mon Ami” and “Qwackers” make regular visits to the Reception setting during the final term of the year before they start school.

5. Teaching and Learning in the EYFS:

We adhere to the Learning and Development Requirements as outlined in Section 1 of the Statutory Framework for the Early Years Foundation Stage 2014.

The EYFS is made up of seven areas of learning and development. These
The Prime Areas are:

- Communication and Language
- Physical Development

- Personal, Social and Emotional Development

The Specific Areas are:

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

We recognise that the seven areas of learning are equally important and inter-connected. Each area of learning and development is delivered through planned, purposeful play and through a mix of adult-led and child-initiated activities. We provide a quality learning experience through providing a carefully structured broad and balanced curriculum which takes into account the differing starting points, needs and interests of our children. We recognise the fact that through play our children explore and develop learning experiences. Our staff are flexible and explore opportunities that occur spontaneously and demonstrate a clear understanding of the three characteristics of effective teaching and learning:

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

Our EYFS learning environment is well resourced and organised to allow children to explore and learn securely and safely. The environment is set up in meaning areas with areas where children can be active, be quiet and rest. The children have the freedom to move between the indoor and outdoor classroom.

6. Observations, Record Keeping and Assessments

For whole school aspects of assessment, record keeping and reporting, please refer to the school policies for 'Assessment, Record Keeping and Reporting.'

Ongoing assessment is an integral part of the learning and development process. Assessments in the EYFS takes the form of observing our children to understand their level of achievement, interests and learning styles. We make regular purposeful observations and assessment of our children and use this information to ensure that future planning reflects identified needs and future experiences.

Observation and assessment involves all EYFS staff and is recorded using our online Learning Journal system, Tapestry. Parents are encouraged to play an active part in their child's assessment. Using a unique username and password parents are able to access and contribute to their child's Learning Journal at home via the secure webpage. Parents without internet access are able to receive print out versions of their child's journal and make contributions using our 'Have you noticed...?' board.

Annotated photographs and video clips are used to document children's successes and achievements within children's individual Learning Journals and also within the learning environment. On entry to school parents complete a consent form for the use of ICT within school which is adhered to by all staff. All EYFS staff only use the school's own digital cameras and ICT equipment to take any photographs/videos. These are downloaded or deleted at the end of the session. Staff may not use any other digital device to take photographs or digital media in the setting.

For whole school aspects of the use of Photographs and ICT, please refer to the safeguarding policies and school policies for 'ICT Curriculum' and 'Pupil E-Safety'

In the final term of the year the EYFS profile will be completed for each child and will assess each child's level of development against the 17 early learning goals (ELGs). Judgements will be made whether children are meeting expected levels of development, exceeding expected levels or not yet reached expected levels. (Emerging, Expected, Exceeded)

7. Safeguarding and Welfare

We comply with all of the statutory requirements for safeguarding and welfare (ref. Section 3 - Statutory Framework for Early Years Foundation Stage 2014) and with regard to the Government's statutory guidance 'Working Together to Safeguard Children.'

Please refer to the whole school policy for 'Child Protection' and related 'Safeguarding' policies.

8. Accident and Incident Recording

For whole school aspects of accident and incident reporting, please refer to the school policy for 'Health and Safety.'

We adhere to the statutory requirements that at least one member of staff with current local authority approved Paediatric First Aid certificate will be on the premises at all times when the children are present, and will accompany children on outings.

When an accident or injury occurs the accident/incident and first aid log is completed as required with the date, time, details of the accident/incident, first aid treatment administered and signed by a member of staff. Parents will be informed as soon as possible of the accident /incident and asked to sign the first aid log on the day the accident occurred.

9. Medicines

For whole school aspects of medicines, please refer to the school policy for 'medicines.'

We endeavour to promote the good health of all our children. However, we recognise that there may be times when children require medication (prescription or non-prescription) to be administered during their time in the setting. In such cases, a medication form will give signed parent permission for administration of medication and will include:

- The name of the child,
- The name of the parent,
- Date,
- Name of medication,
- The need for the medication,
- The dose and time that medication was last given,
- The dose and times to be administered,
- How the medication is to be administered.

The administration of medication will be recorded in the First Aid file and includes the signature (the administrator of the medication) and counter-signature (witness to medication being given), date, time, dosage. Parents must sign this before they leave the premises, to acknowledge they know the medication has been administered.

10. Food and Drink

For whole school aspects of Food and Drink, please refer to the school policy for 'Food.'

On admission to School, information is obtained about any special dietary requirements and food allergies that a child has. Fresh drinking water and milk is available in our 'Snack Area' at all times. A staff member of the Early Years Foundation Stage Team holds a current Food Hygiene certificate.

11. SEND

For whole school aspects of SEND, please refer to the school policy for 'SEND.'

In the Early Years Foundation Stage we adhere to the Special Education Needs requirements as outlined in Section 3.67 of the Statutory Framework for the Early Years Foundation Stage 2014.

Within the Early Years Foundation Stage practitioners will use the non-statutory 'Early Years Outcomes' guidance as a tool to assess the level at which a child is developing against the expected age / stage descriptors for their chronological age across the seven Areas of Learning and Development:

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, we will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. In our setting we will particularly consider information on a child's progress in the Prime Areas of Learning and Development; communication and language, physical development and personal, social and emotional development.

Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed. The Profile will reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development will be assessed against the 17 Early Learning Goals. We will indicate whether a child is meeting 'expected' levels of development, or if they are 'exceeding' expected levels, or not yet reaching expected levels ('emerging').

At the end of the Early Years Foundation Stage a child assessed as 'emerging' in 8 or more of the Early Learning Goals will be entered on to our SEN register.

12. Risk Assessments

For whole school aspects of risk assessment reporting, please refer to the school policy for 'Health and Safety'

In addition to the annual EYFS Risk Assessment, EYFS staff undertake a visual risk assessments for the EYFS indoor and outdoor provision on a daily basis. This identifies aspects of the environment that need to be checked daily before use.

13. Staff Training, Support and Skills

*The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.
(Section 3:20 Statutory Framework for the Early Years Foundation Stage 2014.)*

All staff undertake induction training which includes information about emergency evacuation procedures, child protection, equality and health and safety. All staff undertake training to ensure competent understanding of the safeguarding policy and procedures and that they have up to date knowledge of safeguarding issues. *(Please refer to school Safeguarding policies)*

We are committed to staff development and support. All EYFS staff have termly supervision meetings / appraisals with their line Manager. These are designed to provide mutual support, identify training needs and secure opportunities for continued professional development for all staff. .

14. Monitoring and Evaluation

We are involved in the following monitoring and evaluation of the provision within the Early Years Foundation Stage:

- Termly supervision meetings by line manager.
- Observations and Learning Walks by EYFS Team Leader and other members of the Senior Management Team and other subject specialists.
- The DfE 'Early Years Outcomes' non-statutory guide for practitioners and inspectors (September 2013) and 'Development Matters' non-statutory guidance materials are used to support learning and development judgements. EYFS Team Leader conducts regular planning and assessment scrutiny of work.
- *The EYFS Profile Handbook (2015) and the EYFS Profile Exemplification materials are used to support EYFSP judgements at the end of the year. Year 1 Practitioners and KS1 Team Leader are involved in internal EYFS profile moderation.*
- Annual Local Authority Early Years Foundation Stage Profile Moderation.