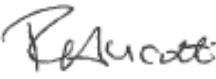




This policy was approved by the Governing Body of Heather Primary	Date March 2023
Signed Rachel Aucott	 Chair

Version	Date	Author	Reason For Change
0.1	March 2023	BS	Update phonics/reading Update signatory

Review Frequency	Next Review Date
Biannual	March 2025

Heather Primary School

Introduction:

‘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.’ Statutory Framework of the Early Years Foundation Stage 2017

Early Years education is the foundation upon which young children build the rest of their schooling. At Heather Primary School our EYFS teaching and learning is based on a holistic approach that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Heather Primary School.

This policy is the joint responsibility of all teaching and non-teaching staff working within the EYFS setting, the Head teacher (Mrs Maxine Michalowski) and EYFS Governors (Nicole Adcock).

Organisation:

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Heather School children are admitted to reception in the Autumn Term following their fourth birthday. We have one EYFS class that has the use of a large classroom and a dedicated outdoor area. The children also visit the school’s forest school site, at least weekly. The classroom is organised into areas of learning for the children to access. There is a fulltime class teacher supported by a full time TA/cover supervisor . Some years the class may be a mixed Reception/Year 1 class dependent on numbers and needs of the children.

Our Aims:

- To provide a safe, caring and stimulating and challenging environment, where children feel happy and know they are valued by all staff within school;
- To ensure that all children recognise that they are unique and special;
- To build on what the child already knows and to support them in developing a positive attitude and enjoyment for learning as they begin their journey through school;
- To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, both in the classroom and outdoors, using a wide range of resources;
- To encourage independence and confidence in order to support the development of children’s resilience in learning;
- To value and develop the role that parents and carers can play through working together in partnership.

How can we achieve this?

We want children to be fully engaged in the learning process and for their learning to be relevant and purposeful; we believe that children learn best through active learning. We believe that play, both indoors and outdoors, is an ideal vehicle for young children’s learning. Play helps children to explore, investigate and make sense of the world around them. Play allows children to be motivated and challenged in their thinking and helps them to practise their skills. Children are naturally inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

The Early Years Foundation Stage Framework:

Teaching in the EYFS setting at Heather Primary School is delivered in accordance with the Government’s ‘Statutory Framework for the Early Years Foundation Stage’ (September 2021) and supplemented by the non- statutory document ‘Development Matters’ (July2021)]. These documents are a principled approach to Early Years education, bringing together children’s welfare, learning and development through four key themes. Each theme is linked to an important principle.

The Themes:

- **A Unique Child-** Every child is a competent learner from birth who can be resilient, capable, confident and self-assured;
- **Positive Relationships-** Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person;
- **Enabling Environments-** The environment plays a key role in supporting and extending children's development and learning;
- **Learning and Development-** Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

The three prime areas are:

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

The prime areas are supported and strengthened through learning in four specific areas.

The four specific areas are:

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

These areas of learning and development address children's physical, cognitive, linguistic, social and emotional development. No one area of development stands in isolation from the others as all areas of learning and development are closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make many links through a wide range of learning experiences.

Planning:

At Heather Primary School we follow a whole-school plan for the topics that we teach. In the Early Years Foundation Stage our topic changes every half-term. We plan for continuous provision inside and outside. Weekly plans based on all prime and specific areas are saved on the staff shared area. The literacy and mathematics plans focus on whole class teaching and adult-directed tasks that the children participate in, especially during the Spring and Summer terms; this helps in preparing the children for the Year One curriculum. The continuous provision plan ensures that each area of learning is well-resourced and equipped for the children to learn, practise, transfer and develop skills based on the children's needs. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know

The learning opportunities provided include a range of adult-focused and child-initiated activities both indoors and outdoors.

Educational visits within the local community and further afield are also planned to support children's learning within the classroom.

Phonics sessions are taught daily in the EYFS and KS1 classes. We plan provision from 'Success for All Phonics' and we use the 'Success for All Phonics' scheme for our daily taught sessions. Through the 'Success for All Phonics' scheme, during term 1, Children will learn on average three or four new GPCs per week, with the final day of the week being reserved for review and consolidation. Starting in term 2, children begin to learn vowel digraphs at a pace of one per week. During term 3, children continue to learn vowel digraphs along with common alternative spellings. The year concludes with three weeks of review to consolidate all reception level content in preparation for year 1.

Observations, Assessment and Record Keeping:

- Children entering school are observed closely during their first few weeks, to provide baseline information. We also use any information passed on from pre-schools or nurseries that the children have attended to further support our baseline judgements.

- During their first 6 weeks of starting school children will all take part in the statutory baseline assessment.
- Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc, and it is primarily by observing children that judgements are made to inform records and planning. Specific time for planned observations is allocated each week; these take place through general classroom observations when children are choosing from the free-flow activities and adult guided tasks.
- Monitoring of each child takes place through daily observations, discussions, record keeping and planned assessments. Self-initiated activities are collected and collated in each child's learning journey. We also encourage parents to contribute to their child's learning journey by completing 'parent's voice' sheets. We use 'Tapestry' to evidence children's learning and development. From Spring term onwards, children in the EYFS are given literacy books as a way of recording their progress in writing
- From the first half of the autumn term onwards, the EYFS teacher uses their knowledge of each child to decide which band of 'Development Matters' they are working on in each area of the curriculum. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress. This is recorded on our online tracking system.
- In the summer term the teacher carefully considers the 17 ELGs in the EYFS profile to decide whether children are Emerging or have met the expected level to achieve the ELGs
- At the end of the year the EYFS profile results are sent to the Local Authority (Leicestershire County Council).
- At the end of the school year a report summarising the achievements from the Early Years Foundation Stage Profile is sent to parents. Judgements made on children's development in the Profile are based on the class teacher's evidence of children's behaviour observed independently and consistently in their self-initiated activities across all areas of learning and development. These judgements are quality assured through moderation with other schools, the Local Authority and meetings with the Head Teacher.
- The Profile data is discussed with the Year 1/2 teacher during the summer term so that she can continue to help the children achieve the Early Learning Goals, to enable them to access the Year One curriculum.

Transition:

Changing from a pre-school or nursery setting, or moving year groups within school, can be daunting for both parents and children. We aim to make this transition as smooth as possible for all involved. The EYFS team work closely with professionals within school and other settings ensuring the children have visits to become more comfortable and confident within their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. We aim for each child to visit their new setting in the Summer Term through regular story sessions before they start school as well as half day sessions during the Summer Term. When children begin school in August, they start by having two half days to help with their transition, and after the two days they start full days at school.

Partnership with Parents/ Carers:

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible, we try to include parents as much as possible in their child's learning. Formal meetings which are offered to parents and/ or new starters include:

- A programme of summer visits for the new starter to visit the current class/ new class ready for September;
- An admission meeting to explain school and class routines- usually around June;
- Autumn term (October): parents' consultations to discuss settling in and any initial language or behavioural needs;
- A reading and Forest School session to parents and/ or children after school to show how we teach reading and what Forest School sessions involve.
- Spring term (February): parents' consultations to discuss progress, Mid-term reports, Foundation Stage Profile achievements;
- Summer term (July): parents receive their child's school report, reporting targets already being met and next steps on the Early Years Foundation Stage Profile (EYFSP). Parents are then given an opportunity to attend an open evening to discuss their child's report;
- Links through learning activities as and when appropriate, e.g. Friday celebration assemblies, home school diaries, learning journeys and stay and play sessions each half term.

Admission Policy:

Heather Primary School provides full-time Early Years education for children in the Foundation Year. This is for children who enter school from September of the academic year in which they turn 5 years old. *See Leicestershire admissions policy for more information.*

Arrival and Collection of Children:

Children can enter school grounds from 8:40am. Children are greeted from the playground at 8:45am. Each child is marked in on the day's register by the class teacher. Parents/carers use the external classroom doors when collecting their child(ren) at the end of the school day. Parents wait in the playground and each child is handed over to their parents individually. If a child needs to be collected during the school day, parents report to the school office. Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form, unless the parent has given written permission. Parents are asked to write a list of people who are able to collect their child. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them.

If a child is not collected and the parent/guardian is uncontactable, the other names on the child's registration form will be called to collect the child. If no-one on the child's registration form is contactable, the head teacher should telephone the Social Services Duty Officer or Out of Hours Duty Point. Arrangements should then be made for the child to be removed to an appropriate place of protection agreed by the Social Services Department. It remains the responsibility of the Social Services Department in conjunction with the Police to contact the parents and if appropriate, to inform them of their child's whereabouts.

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 2021)

At Heather 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 2021.

- 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.

Keeping Safe - 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. (See Heather's Safeguarding Policy).

Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

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. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse of all children requiring intimate care. 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 work in partnership with parents to give the right support to an individual child. No intimate care is given without the

express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins reception at Heather if they feel their child will require such support.

Equal Opportunities:

In line with the school's Equal Opportunities policy, no child in the Foundation Stage class will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

Rebecca Smith – EYFS teacher