

Farley Hill Primary School



Early Year Foundation Stage (EYFS) Policy

Governing Body Responsibility:	Approved: November 2024
Reviewed:	November 2024
	Next Review: November 2025

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Foundation year. At Farley Hill Primary School, children can join our nursery class (F1) after the term they are three years old and can join the reception class (F2) in the year that they turn five. Our Nursery class offers part time morning and afternoon sessions and full-time sessions – dependant on availability. A place in our Nursery class does not automatically secure a place in our Reception class.

In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning by providing exciting learning experiences which gives children the broad range of skills that provide the right foundation for good progress through school and in life.”

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Farley Hill Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives and we ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage.

We meet the needs of all our children by ensuring that we:-

- Plan opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- Use a wide range of teaching strategies based on children’s learning needs;
- Provide a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Provide a safe and supportive learning environment in which the contribution of all children is valued;
- Use resources which reflect diversity and are free from discrimination and stereotyping;
- Plan challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitor children’s progress and taking action to provide support as necessary.

Welfare

It is important to us that all children in our school are ‘safe’. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children.

“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.”

At Farley Hill Primary School we understand that we are legally required to comply with certain welfare requirements as stated. We understand that we are required to:-

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Farley Hill Primary School, we recognise that children learn to be strong and independent through having secure relationships. We aim to develop caring, respectful, and professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children’s first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We ensure this can happen by:

- Meeting and getting to know both the child and their family before they start school, via a transition programme involving previous setting visits / conversations with setting staff, home visits, informal parent and child ‘playdates’, as well as half day formal visit to the class for children entering reception class. This transition period takes place in the latter part of the summer term and in their first week in September. Transition into the Nursery class follows a similar process but is dependent on the needs of the individual child.
- Information evenings for parents.
- We have many opportunities for parents to engage with our school – open evenings, meet the teacher and numerous curriculum evenings.
- Asking parents to complete an admissions form, a medical form and write a synopsis about their child including their likes, dislikes and any concerns they may have.
- Asking parents to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school.
- Encouraging parents to talk to their child’s teacher if there are concerns.
- Inviting parents to attend informal meetings providing information about other areas of the curriculum, e.g. Early Reading and Phonics when they enter the Reception class.
- There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child’s progress and characteristics of learning. Parents receive a report on their child’s attainment and progress at the end of each school year.
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents / carers: Open mornings, Class assemblies, Sports Day etc;
- Inviting parents / carers to make comments through ‘Wow’ slips relating to the children’s achievements outside of the school setting.

- Written contact through reading diaries as well as the acknowledgement that parents can ring school to contact staff or the Foundation Leader.
- Offering parents / carers regular opportunities to talk about their child's progress in our foundation class and allowing free access to the children's 'Learning Journey' booklets and classroom displays;
- Parents / carers are made aware of the curriculum and ongoing activities through weekly curriculum newsletters.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning folders.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning. There are also opportunities for both whole class and small group work planned into the timetable.

Learning and Development

Teachers and Early Years Practitioners provide the curriculum in the reception class of up to a class size of 30 children and up to 26 children per session in the Nursery class.

At Farley Hill Primary School we recognise that our EYFS planning needs to support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

PSHE is also taught in the foundation classes following the whole school JIGSAW programmes.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, including those who are more able and demonstrate special gifts and talents, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Farley Hill Primary School there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework, we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At Farley Hill a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day.
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- Milk and fruit are available during the morning session.
- A first aider is accessible at all times and a record of accidents and injuries is kept.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly. The classroom covers all learning areas, where children are able to find and located equipment and resources independently. The EYFS class has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Transition

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the both the Nursery and Reception classes, the following procedures have been put into place to ensure successful transition: -

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express. This includes a Welcome presentation.
- Children and parents invited to a play date which takes place in the Summer during transition week on an informal basis where parents can chat freely with staff.
- The children are invited to visit and spend a morning/afternoon in the foundation classrooms.
- Members of staff from Farley Hill make links to feeder settings. The settings are all visited if at all possible.
- Home Visits are carried out where parents and children can feel at ease in their own home and are able chat to practitioners in a less formal way.
- For those children in our Nursery Class who are transitioning to a Reception class in another school, staff will liaise with the school and provide all relevant information to ensure a smooth and effective transition for the child.

From Foundation Class to Key Stage 1

During the final term in Foundation, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The Profile includes on-going observation, all relevant records held by the setting. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between foundation and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.