

Approved Spring 2021

Review Spring 2023

THE GLEBE PRIMARY
SCHOOL

**Early Years and Foundation
Stage (EYFS) Policy**





Early Years and Foundation Stage Policy

The Glebe Primary School is a Rights Respecting School.

RRSA Article 29: Education must develop every child's personality, talents and abilities to the full.

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

At The Glebe Primary School we implement the guidance set out in 2017 statutory framework for the Early Years Foundation Stage (EYFS).

This guidance is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children can join our Nursery part time during the school term in which they are three. Nursery children attend either a morning or an afternoon session. Children begin attending school full time in Reception at the start of the school year in which they turn five. In reception, our intake is two classes. The setting is open plan and both classes work as a unit, mixing throughout the school day. Further details about entry to EYFS can be found in the school admission policy.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS. It is also underpinned by the 3 characteristics of effective learning.

- Playing and exploring - engagement
- Active learning - motivation
- Creating and thinking critically - thinking

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

Supporting children's first steps in reading is a key aim of our EYFS setting. We deliver a daily phonics session in both nursery and reception following the 'Letters and Sounds' programme.

5 Planning and teaching

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

In reception, children are usually engaged in adult-led activities during morning sessions, with a focus in numeracy and literacy alongside the three prime areas. Children also have the opportunity to work within the continuous provision with activities such as outdoor play, sand and water and role play.

Children to further develop their individual interests throughout the afternoon sessions. For example, this could include researching dinosaurs, creating a show for their peers or building using small and large equipment.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

6 Assessment

On-going assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

At the start of their journey in the EYFS setting, staff complete a baseline assessment, once the child has attended school for six weeks. This is an informal assessment, carried out by observing and playing with the child.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

A judgement is also made on how the children learn based on the three characteristics of effective learning.

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

7 Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Each child is assigned a key person, who is usually the class teacher, who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Some of the strategies that we use to support parents with their child's learning include:

- Parents' Notice board in Nursery, detailing letter and number of the week
- EYFS Termly curriculum letters
- SPLATT bags in nursery, with resources to use at home
- Chatter Matters bags in reception which includes activities to support learning
- Observations are shared with parents through the Evidence me and seesaw platforms.
- Home learning activities are given to all children using seesaw and paper-based activities.
- Children take home library books to share and action words
- When children are ready, they begin to take school reading books
- Parents have the opportunity to contribute to the baseline assessments
- Parents can provide school with information about children's interests and learning at home through provided forms

8 Working with other Early Years Setting.

Some of our children have had an Early Years Education in other settings, which is continued after they start our nursery. We understand that the information these setting provide is vital and based on knowledge and relationships they have establish with the children and their families, sometimes over many years. We therefore ensure that relationships with these settings is establish.

Some of the strategies we use to develop these relationships are:

- Meeting with the child's key worker prior to the child starting our nursery/reception class, to discuss the child's attainment, interests and learning styles.
- Meet the child in the setting prior to them starting our nursery/reception.
- Engaging in discussions with the setting when the child is dropped off or collect by a setting.
- Meeting with the child's key worker to discuss their progress, attainment and/or any difficulties they may be having.

9 Behaviour

The Glebe primary school is an RRSA school - this means we support UNICEF's convention of the rights of the child. Our learning often focuses on children's rights and responsibilities.

In school, we focus on promoting good behaviour, in line with the whole school behaviour policy. In addition to this, we make adjustments depending on the age and maturity of the child. Our behavior strategies might include:

- Reinforcing school rules through curriculum work
- Verbal praise
- Proximity praise
- Non-verbal gestures
- Stickers for good attitude
- Peer group approval
- Certificates
- Notes sent home to parents
- Whole Class and individual rewards
- Earning rewards for a treat

Sadly, there will be times when children do not respond to positive rewards and behave inappropriately. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions. (RRSA Article 28)

A sanction might involve:

- A verbal reminder about school rules
- A verbal warning

- A 3-minute reflection time-out
- Repeating a 3-minute time-out
- Using a visual prompt, such as a traffic light, as a chance for a child to improve their behaviour
- Being removed from an activity, particularly when a child is at risk of harming themselves or others, such as being brought in from the playground/outdoor area
- A child may be sent to another member of staff for reflection time
- At times, a playtime or part of lunchtime activity may be changed to reinforce good behaviour

Parents will always be informed when an incident is deemed more serious or if a child's behaviour is repeatedly inappropriate. Children may also have a behavior system that is specific to their individual needs.

10 Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our school safeguarding policy.

Safeguarding children is at the core of our school. All children are known as individuals by their class teacher as well as the Head Teacher. This means that there can be early identification of problems and support for children who are vulnerable or at risk. The Head Teacher (Mrs Justine Moralee) and the Deputy Head Teacher (Mrs J Lewis) are the Designated Leads for Child Protection.

The Designated Leads have undertaken the Integrated Services Training provided by the Local Authority on child protection issues. All concerns about any child protection issues are referred to the Designated Leads who liaise with Social Services, via the Stockton and Hartlepool Hub (01429 284284), as and when, necessary. The Child Protection Policy describes responsibilities and procedures for dealing with child protection matters.

All parents/carers of children complete a form to say who is allowed to collect their children at the end of the school day. EYFS staff will only hand over children at the end of the day to people on this list, unless there has been prior communication with parents/carers.

11 Policies

Any policies mentioned within this document can be viewed by contacting the school office.

12 Monitoring arrangements

This policy will be reviewed every two years. At every review, the policy will be shared with the governing board.

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This Policy has been approved at a meeting of the full Governing Body of the Glebe Primary School

On: 11/02/21

To be reviewed: Spring 2023

Chair of Governors:

Gill Broome