

Calverton Primary School



Early Years Foundation Stage Policy

Person responsible for the policy	EYFS Leader - Michelle Brunt
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Signed by Chair of Governor:

Signed by Head Teacher:

Calverton Primary School
Early Years Foundation Stage Policy

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Calverton Primary School children join us part-time in the Nursery from their third birthday. Reception children start full-time in the September before their fifth birthday.

The EYFS is based upon four principles:

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

A Unique Child

At Calverton Primary School 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 and sharing assemblies, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at Calverton Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. (Refer to Inclusion Policy)

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;

- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are in a safe environment. 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. 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 children. (See Whole School Safeguarding Children Policy)

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."

At Calverton Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We understand that we are required to:

- Promote the welfare of children;
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- Ensure that a Paediatric First Aider is present at all times the EYFS is open to children
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- 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.

We endeavour to meet all these requirements.

Toileting

When children need toileting we aim to:

- Ensure that all children are included in their local community school regardless of their toileting needs.
- Provide advice and practical examples to staff.
- Assure parents and carers that staff are knowledgeable about personal care, and that their individual concerns are taken into account.

- Safeguard the rights and well-being of the children.
- Reassure and protect the interests of staff working in a personal care capacity.

Parents and Carers have a key role to play in effective toileting and management of toileting needs.

Children must not be left wet or dirty.

Good Practice Guidance for Admission of Non- Toilet trained children:
Policy and procedures

Some children entering Calverton Primary School may not be fully toilet trained. With good partnership working between home and school, most children are able to achieve full toilet training by the end of the first term in their class.

Children with long-term toileting requirements as part of complex medical or physical needs may require additional assistance to manage their personal care needs.

Resources and Facilities

Whenever possible, the existing toilet areas should be used. If these are inappropriate then choose a private, safe location that protects the dignity of the child without compromising staff. Do not change pupils in educational, play or public areas, or in any location used for the preparation of food and drink.

The minimum facilities would comprise:

- Sink with hot and cold running water.
- Dedicated bin.
- Paper roll or wet wipes for cleansing the body, cleaning the surface of the changing area and mopping up spillages.
- Antibacterial spray/Milton/liquid soap and water are all suitable for cleaning surfaces and the changing area.
- Non-latex gloves and disposable aprons - fresh ones should be used each time.
- Spare clothes, either provided for by parents or from EYFS supplies.

Children who only wet themselves will be changed by the EYFS staff in the toilets.

If more than one child is wet at the same time, Welfare staff will be called for support. Only one member of welfare staff needs to attend.

If a child soils themselves the following procedures will apply:

Nursery staff will inform Welfare staff who will take the child to the changing toilet and clean and change them. Fresh clothing will be provided, if needed by the EYFS team. Only one member of Welfare staff needs to attend to this duty.

If a child soils themselves more than once in a session, the parent/carers will be called because it is assumed the child is unwell.

Health and Safety Issues

It is imperative that the following health and safety concerns are followed when changing a child.

- Personal hygiene.
- Disposal (soiled items should not be placed with general refuse).
- Protective clothing (disposable gloves and aprons).
- Cleaning of changing area/equipment (responsibility of person changing the child).

Child Protection

The normal process of changing a nappy should not raise child protection concerns, and there are no regulations that indicate that a second member of staff must be available to supervise the nappy-changing process to ensure that abuse does not take place. CRB checks are carried out to ensure the safety of children with staff employed in childcare and education settings.

Jeannie Carlin, Council for Disabled Children 2005

Including Me: Managing complex health needs in schools and early years settings, p75.

Some unions recommended that in schools two members of staff are present when personal care is undertaken. This however does need to be balanced with issues around maintaining staff/child ratios and ensuring privacy. If there is a known risk of a false allegation by a child or parent/carers then two members of staff should be present.

Section 18 in the government guidance, Safe Practice in Education, states that "Staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken."

At all times the privacy and dignity of the child should be respected, especially if more than one member of the staff is present.

Good Practice Guidance for Admission of Non-Toilet trained children: Individual Needs

It is good practice to establish a child's toileting needs at entry to a school or setting. Transition arrangements offer an opportunity to support parents/carers in establishing toilet training if this is appropriate to the child's developmental level. Parents and carers have a key role to play in effective toilet training or toilet management.

When families visit the school prior to entry, it is appropriate to discuss toileting issues with the parents/carers. If the child is still in nappies, staff could support parents/carers in trying to establish toileting routines. If necessary, these routines would be maintained by the school after admission.

It is very important that personal care plans are prepared for children entering the setting or school with toileting needs which differ from the majority of their peers.

Preparation should include discussion with parents/carers, confirmation of arrangements and plans for monitoring and review.

- Clear arrangements for staffing and access to facilities.
- Specialist advice, training or resources required.
- Record keeping such as toilet diary or reward system.
- Child protection or social care issues.
- Liaison and review with parents/carers and outside agencies.

The SENCO for the school should be aware of the personal care plan and link this intervention with other monitoring completed under Code of Practice procedures.

There are a number of other issues which it is helpful for staff to consider and agree with parents/carers prior to the child starting at the school. These include:

Routines: Parents/carers should be asked to ensure that the child is changed or taken to the toilet at the last possible time before leaving home. It is also good practice for the parent/carer to toilet their child when arriving at school. The child's key worker should take responsibility for prompting the child to go to the toilet or taking the child to the toilet, at fixed appropriate intervals throughout the day.

Accidents: Children may be anxious and pre-occupied by toilet difficulties but usually respond to praise, encouragement and confidence building. It is important to promote self-esteem in other areas of learning. Make little fuss over accidents that do occur and ensure that they are dealt with swiftly, appropriately, sympathetically and in a calm, low-key way.

When managed in these ways most children will achieve independence during their first term at school. When this does not occur, it is appropriate to discuss arising concerns with parents/carers and if appropriate with other professionals.

Positive Relationships

At Calverton Primary School we recognise that children learn to be strong and independent through 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 do this through:

- The teacher offers to visit all children in their home setting prior to starting in the Nursery;
- Offering parents regular opportunities to talk about their child's progress in our Nursery and Reception classes and allowing free access to the children's EYFS Profiles,
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a parents evening each term at which the teacher and the parent can discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Themed Weeks, Special Assemblies, Sports Day etc.;
- Providing space in the children's EYFS Profiles for parents to leave comments relating to their children's achievements.
- Providing Parent Time each morning and afternoon in the Nursery between 8:45am-9:05am and 12:15pm-12:35pm.
- Providing 'Family Friday' fortnightly between 8.50am-9.30am.

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. Each child will have a 'Key Worker' in their class and their name will be displayed in the classroom.

Enabling Environments

At Calverton Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The EYFS Curriculum is split into 7 areas of learning of learning and development.

There are 3 prime areas. These are:

Communication and language;

Physical development;

Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

Literacy;

Mathematics;

Understanding the world;

Expressive arts and design.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Our curriculum is planned through a series of themes and topics, each of which offer experiences in all seven areas. The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around half termly themes. These plans are used by the Nursery and Reception teachers as a guide for weekly planning. However the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. In the Nursery we plan a mixture of directed and free choice activity and children's choices are carefully recorded to ensure a balanced programme. Reception have more structured Mathematics and Literacy sessions in the morning and arts, physical and understanding the world focus in the afternoon.

Assessment and record keeping

Each child has a Foundation Stage Profile, which is started in the Nursery and continued into Reception. Evidence of ELGs development in each of the seven areas of learning is collected and used to track progress and next steps.

Evidence is collected on a weekly basis. This can be samples of work, photographs, written evidence by the nursery staff and verbal or written evidence from parents and carers. The evidence is placed into the child's profile. The profiles are available for parents and carers to look at any time.

After 15 sessions in the nursery each child's profile is highlighted with a baseline assessment. From then on each profile is highlighted by the end every term to track progress made. (See EYFS Assessment Timeline)

There is a final assessment in June in the Reception year, when results for each child are sent to the London Borough of Newham for moderation.

Marking and Feedback

Marking and feedback is an essential tool for planning, assessment, evaluation and learning. It is important to provide constructive feedback to children, focusing on success and next steps needed to move children's learning forward. Through this we are able to acknowledge successes, promote pride in personal achievement and improve standards of teaching and learning.

How do we mark children's work and give feedback to move learning forward?

- Within the EYFS there are numerous opportunities for effective marking and feedback:
- Written comments on pieces of work (This will be indicated by annotating children's work and providing a narrative on how the work was completed)
- Ensure children's understanding of feedback given - through questioning and follow up activities
- Provide children with a next step to move learning forward
- Verbal feedback should take precedence

- Be positive and constructive
- Rewards should be given readily to praise and motivate
- Related to learning intentions taken from weekly planning and planning for continuous provision
- Where relevant, written feedback should take place in the presence of the pupils
- Marking and feedback should be used to inform future planning for personalised learning

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. All classes work in purpose built accommodation within the Foundation Stage unit. There is one large nursery room and three reception rooms. During certain parts of the day the Nursery and Reception classes mix together when the partition doors are opened. The outdoor play space is securely fenced and provides an ideal, safe, play space where children can develop their physical skills and learn to share with others in structured and informal play.

Outdoor activities are planned with as much care as those taking place within the building. All children are encouraged to participate in outdoor and physical activity. Outdoor play is a very important part of children's development. We provide a session of outdoor play during each day.

Learning and Development

At Calverton Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children work towards the ELGs throughout the EYFS;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

- The identification of the progress and future learning needs of children through observations, which are shared with parents;
- The good relationships between our school and the settings that our children experience prior to joining our school;

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Session times

All children must be accompanied to and from school by an adult. Children are only released at the end of the day to a relative/carer or known adult. Information on those adults is kept in the nursery and must be updated by a parent/carer if anything changes.

Always a member of staff will stand in the door way only allowing one child out at a time, the child is only allowed to leave the carpet and go to the door if called by the adult.

For Nursery the morning sessions begins at 8.45 am to 11.45 am and the afternoon session begins at 12.15 pm to 3.15 pm. Children are dropped off and collected at the nursery gate. There are 10

thirty hour placements for Nursery children, these children attend normal hours and bring a packed lunch from home and eat it within school at lunchtime.

For Reception the day begins at 8.50 am. Lunch time is 12.15 pm to 1.15 pm. The day ends at 3.15pm. Reception children wait in the playground for their teacher to collect them in the morning and are collected from outside their classroom at the end of the day.

We provide a snack of fruit, milk and water during each session.

30 hour placements - please see Attendance policy for procedures for enrolling a 30hour placement child.

Monitoring and review

It is the responsibility of the Early Years Leader, Reception teachers, Nursery Nurses and Teaching Assistants to follow the principles stated in this policy.

The EYFS Leader will link with governors by attending a governors' meeting and giving a yearly written report and by welcoming governor visits to the EYFS.

The SLT, subject coordinators and EYFS Leader will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

