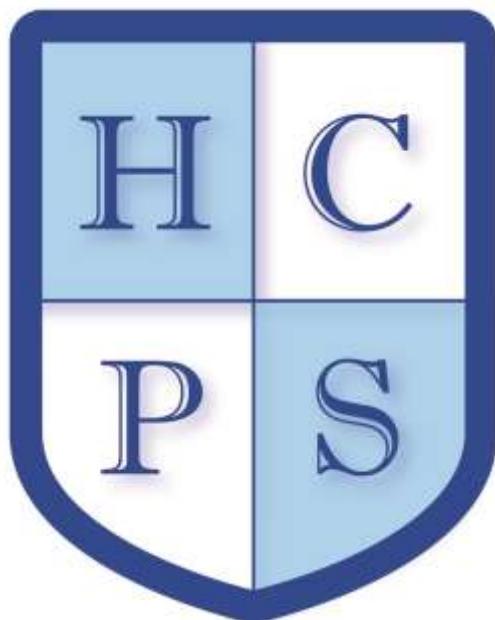


Hunslet Carr Primary School



Early Years Foundation Stage Policy

Policy reviewed: March 2020

Next review: March 2022

High expectations, Caring,

Positive Attitudes and Successful

STRENGTHS OF OUR SCHOOL



The Children

Are well behaved, calm and polite

Are engaged, positive and resilient

Are supportive and helpful towards others

Have an input on important decisions

Have a sense of belonging

The Community

School supports the whole family not just the child

Recognises the importance of attendance

Spreads our growing reputation as a good school

Helps celebrate the children's achievements

Supports the school on improving behaviour

The Curriculum

Is a fun curriculum that is engaging

Maintains a strong focus on the basic skills

Is enriched through extra-curricular activities

Supports our most vulnerable children

Provides a rich variety of experiences & opportunities

The Staff

Develop nurturing relationships with children

Provide good quality teaching and learning

Support one another to help the children

Are consistent in how they treat children

Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident and independent
The belief they can reach for the stars
Celebrate a range of cultures
Take responsibility for the environment
Be honest and learn from their mistakes
Children who are caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Rationale

At Hunslet Carr Primary School and Nursery we believe that children need quality early learning experiences to provide the foundation for future success.

In our Foundation Stage setting we create an enriched environment where children feel secure and happy, with access to motivating and challenging experiences. The

children in our Foundation Stage are valued as individuals and we aim to follow their interests and needs to provide personalised learning opportunities that promote excellent levels of progress and development.

We strongly value parental contributions to children's learning, and enjoy the opportunity to work with parents and carers to achieve the best possible outcomes.

In all we do at Hunslet Carr Primary School we promote the ideas of High Expectations, Caring, Positive Attitudes and Success and together with the children we believe Impossible is Nothing.

The Learning and Development opportunities we provide

In our Early Years classrooms we follow the Early Years Foundation Stage (EYFS) Curriculum and provide learning experiences in seven areas of learning, including:

- Prime Areas
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
- Specific Areas
 - Literacy
 - Mathematics
 - Understanding of the World
 - Expressive Arts and Design

The three prime areas are designed to give children basic skills that they can explore and apply through the specific areas.

Teaching and Learning

In order to ensure that children are given the opportunity to explore and apply the skills they have been learning our EYFS Team Meetings focus on a discussion around the following themes:

- practitioners will reflect on and discuss notes from observations and reflection plans to decide how the Areas of Provision will be altered or enhanced on a day-to-day or weekly basis.
- the interests and needs of individual and groups of children will be discussed and analysed, informing the basis of the planning for the following week.

- the timetable of the day will provide purposeful play with a balance of adult-led and child-initiated experiences; this should vary depending on the needs of the individual.
- the amount of adult-led activities delivered to each child will differ and depend on the child's age and individual needs which are determined through ongoing assessment.
- the 'Characteristics of Effective Learning' are considered during planning, assessment and analysis. These characteristics include 'Playing and Exploring', 'Active Learning' and 'Creating and Thinking Critically'.
- the EYFS Principles are at the heart of our practice, with the themes of 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Learning and Development' underpinning the delivery of our teaching and learning.

Planning

Our teams plan using the EYFS Development Matters, which is broken down for each class onto a Medium Term Plan. Our teams also have a Medium Term Plan for Letters and Sounds, Talk 4 Writing and for Maths.

On a weekly basis our teams plan for:

- Maths Planning
- T4W Planning
- Phonics Planning
- Guided Reading Planning
- Areas of Provision and Experiences Planning
- Intervention Group Planning

Inclusion and Intervention

During their time with us we are committed to ensuring that every child reaches their own potential.

Based on on-going assessment and meetings that take place between the staff in EYFS and the school's leaders, including the SENCo, there might be children who are identified as needing additional or different support in order to be included with the rest of their peers.

If a certain child requires additional or different support, ur EYFS team will plan interventions and evaluate them on a weekly basis, and is entirely responsive to the individual child.

If there are a group of children with similar needs then our team will plan interventions for this groups of children.

SEN children will have support through the Graduated Approach. At the start of Nursery and Reception and again each term, children who are struggling to settle will be 'screened'. Children who continue to be classed as 'low' in both areas will have Personal Interest Plans developed and practitioners will work closely with parents to raise well-being and involvement levels.

Assessment

Formative Assessment

Formative assessment is the name given to the type of assessments that our EYFS staff make every-day in both Nursery and Reception.

Our EYFS staff are skilled at observing the children's interests, abilities and needs in their independent play. Observations and analysis of these is then used to form the 'next steps' for each individual child or groups of children.

The staff in EYFS are also very skilled in knowing the right time to make an observation that records the essential information needed to tailor learning and when to interact with the child in order to help them learn.

As well as ongoing formative assessment in school, we encourage parents to share information frequently, so that observations from home can help to build a picture of their child.

Ongoing daily assessments are recorded on the 'Tapestry' online profile system.

Summative Assessment

Summative assessment is the name given to the type of assessment that measures a child's attainment at a given point in time e.g. on entry to Reception Class or at the end of each term.

In Nursery and Reception, summative assessments take place within the first six weeks of a child entering the setting. This is often referred to as the child's Baseline assessment.

Summative assessments will then take place at the end of each term.

Assessment will be made against all strands within the seven Areas of Learning, and will describe whether the child is 'Beginning', 'Developing' or 'Secure' in each strand. These assessments will form the basis of intervention plans and key areas for development in the next half term.

In EYFS, assessments are moderated between the staff team and will often include the SENCo, the Year 1 teachers and/or the Headteacher.

In order to ensure that our judgements are in line with other local schools, our class teachers will also moderate externally within the cluster area, taking part in statutory moderation meetings.

EYFS Profile

At the end of the summer term in Reception, the EYFS Profile will be completed for each child. Each child's development will be assessed against the seventeen Early Learning Goals, and practitioners will indicate whether they are 'Emerging', 'Expected' or 'Exceeding' these.

This information will be gathered by the class teacher, teaching assistant, parent or carer and any other professional who is working with the child.

The outcomes of the EYFS Profile will be shared with parents and carers, and will also be shared and discussed with Year 1 teachers.

A summary of the child's skills in relation to the 'Characteristics of Effective Learning' will also be provided for each child, and will be given to Year 1 teachers.

Reception class teachers will meet with Year 1 teachers during the summer term, so that preparations can begin to be made for the following September. The EYFS Profile will also be submitted for each child to the Local Authority.

Safeguarding and Welfare Requirements

Health and Safety

All EYFS staff promote a safe and healthy environment for all children.

To ensure this, we model and encourage healthy eating practices, exercise regimes and respectful behaviour. Fresh fruit or vegetables, milk and water is provided for the children in both Nursery and Reception where they can access snacks independently. Staff regularly remind the children that a snack is available and encourage hand washing before snack is consumed.

We promote a safe and happy learning environment through our class promise, where the children have made promises to each other on how they will behave in the classroom. Modelling and reiteration of the Golden Rules is embedded within our daily classroom routines. All staff will model the same behavioural expectations and will reiterate the same consistent boundaries for children.

Some children in our EYFS have further challenging behaviour and find it hard to keep the promises they have made. In these instances an IBP will be developed to target their individual needs.

To ensure that our environment is safe, secure and ready for learning, daily risk assessments are carried out in all areas that the children will access, including the classroom, outdoor area and toilets. These risk assessments include a check for broken equipment, plastic bags and loose cords within the classroom.

If any trips, outings or visits are planned, the visit leader must carry out a preliminary visit and risk assessment of the journey and destination first, providing the Head Teacher and Governors with an itinerary for the day, along with the appropriate City of Leeds Council risk assessments (Evolve) and any other in-house risk assessments necessary to ensure that the children are safe and happy on their outing.

Child Protection

All EYFS staff have up-to-date Child Protection training, and must follow our current Safeguarding and Child Protection Policy.

Staff are alert to any indicators which may be a 'Cause for Concern'. These should be recorded on CPOMs and shared only with a designated Child Protection Officer.

All staff have access to and should make use of the Government's statutory guidance '*Working Together to Safeguard Children*' and '*Keeping Children Safe in Education*'.

The use of mobile phones and personal cameras is not permitted within the setting, and appropriate signage outside and inside the classroom reinforces this. All staff mobile phones must be stored in a locker during session time.

Medical Incidents and First Aid

If a medical incident occurs, a 1st aider should be alerted to attend the situation.

In the incidence of the onset of a common childhood illness, please speak to the school's attendance officer or a member of the SLT before the child is sent home.

EYFS Staff must follow the schools procedure for the administration of medicines. Key aspects of the administering medicine policy state:

- Medication must only be administered to children where it has been prescribed by a doctor and needs to be administered at least four times per day
- The medicine must have a prescription label which displays the child's name, the dose and the expiry date.
- A medication consent form must be completed with a member of staff by the child's parent or carer.
- Staff should also fill in a medicine administration form, which should be countersigned by another member of staff each time the medicine is administered.

- All medicines should be kept in the medicine cabinet in the Early Years corridor.

Children with specific dietary needs such as allergies should have an 'Alert' poster displayed in the classroom, snack area and lunch area, and all staff working with the child should be informed of these.

Where necessary, children with an individual Care Plan should have the plan displayed in the classroom with the protocol for emergency situations (e.g. in the event of a seizure).

Ratios

In the Nursery there is a maximum of 32 children at the start of the week and 32 children at the end. The ratio for this group of children is 1:8 for three year olds. A teacher with qualified teacher status leads the room along with the appropriate number of teaching assistants.

All ratios are supported and covered when staff are absent by utilising other practitioners in the setting or with agency staff. During lunchtimes, ratios are adhered to with dinnertime staff present at all times and a ratio of 1:8.

In each Reception class there is a qualified teacher and a teaching assistant to support. In addition to this, where needed teaching assistants will be deployed to help children who are in receipt of SEND funding.

Parents as Partners and 'Key Person'

Our mission is to create positive and lasting relationships between staff, parents and children. In Nursery and Reception, each child has their own 'Key Person'; a designated practitioner with whom they spend additional time to build a two-way relationship in which they feel secure.

To encourage a two-way relationship and sharing of information, parents are regularly invited to school to attend 'Open Mornings' and workshops.