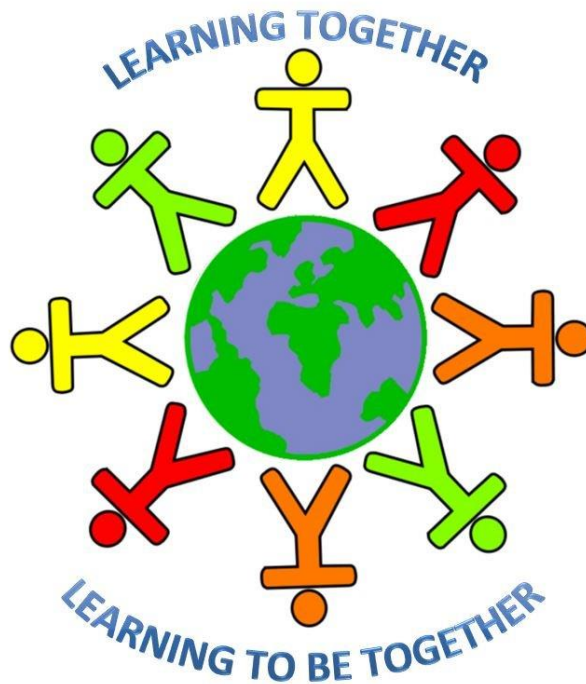


Diocese of Sheffield Academies Trust

# Pye Bank CE Primary School

## Early Years Foundation Stage (EYFS) policy



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## 1. Aims

### Our intent and aims

- Create a safe, secure, stimulating learning environment which meets the individual needs and interests of all our children.
- offer a broad and rich curriculum
- establish solid foundations and foster a deep love of learning
- enable each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever changing world
- Provide opportunities through play, which encourage children to develop emotionally, socially, intellectually and physically.
- Promote good standards of behaviour and interaction with other children and adults.
- Develop and maintain good partnerships with parents/carers.
- Continue to build upon what the child has already learned at home, broadening their range of learning experiences and stimulating their curiosity and imagination.
- Enable each child to develop as a happy, confident and independent learner with a well-developed sense of self-worth, responsibility and community.
- help each child to recognise their own strengths and achievements by experiencing success and developing their confidence to work towards personal goals

## Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

## 2. Structure of the EYFS

### **A day in Reception**

Arrive between 8.40 am and 8.55 am where your child will be welcomed by the class teacher and foundation staff. Although registration starts promptly at 8.55 am we believe having additional quality time for your child to

settle will allow them to prepare for the learning day ahead. Children will self-register, write their names, and complete morning tasks. At 3.10 pm school finishes and parents/carers can collect their child from the foundation yard.

## **A day in Nursery**

The nursery is open term time between the hours of 8.30 am and 3.15 pm. We are a very flexible nursery and offer several sessions to suite parents/carers needs they are as follows:

- Five-morning sessions OR five-afternoon sessions each week
- Two full days and one half-day session each week
- \*30-hour sessions (some children will be entitled to please see the office for further information)

**Morning sessions** arrive between 8.30 am and 8.45 am where your child will be welcomed by the class teacher and foundation staff. At 11.30 am the morning session will finish and children will be collected from the Nursery door.

**Afternoon sessions** arrive between 12.15 pm and 12.30 pm where your child will be welcomed by the class teacher and foundation staff. At 3.15 pm the afternoon session will finish and children will be collected from the Foundation yard.

## **2.1 Settling in process**

Settling into the nursery is an important time for young children and their families. For some children, this will be the first time they may have been left with another person and often the first time they have been left in a larger environment. At Pye Bank, we aim to make this process as smooth as possible. All children and families are invited to the school for a 'Coffee Morning' and a 1 to 1 with a member of staff from the school. This will allow parents and carers to ask questions about the school and see the foundation setting in action. Additional to this reception children will be invited for a 'Transition Day' in the summer term. During this time, your child will be able to spend time in their new environment and meet their new class teacher and classmates. These sessions will support the transition period and help to settle children more easily when they return after the summer break.

## **2.2 Learning Environment**

In Pye Bank, our Early Years provision includes a 52 place Nursery for 3 and 4-year-olds and two Reception classes, each with space for 30 children each. Nursery and Reception have large inside and outside areas for all children to explore. Our classrooms are well resourced and offer spacious areas for learning. The inside areas are set out each day with a variety of activities such as construction, writing materials, messy play activities, imaginative play, investigative activities, puzzles, books, and role play areas. The Nursery class has one room for their sole use and the Reception classes have a large space from learning time.

The outside area is open all year round, in all types of weather with shelters to protect children from the elements. Furthermore, we always have wellingtons and waterproof jackets and trousers available that every child can use. We understand that the outside areas offer unique opportunities to develop social and linguistic skills for getting on with others, for example learning to share, taking turns, and for learning on a larger scale than is possible inside. There are large-scale climbing structures that offer challenge for the children's physical development and role-play opportunities.

The Nursery is a fun, happy, and loving environment in which every child is supported to feel safe and secure, allowing them to achieve their best. We create a stimulating program of learning and exciting space for each child to develop in. We plan according to children's interests and developmental needs, supporting them to build on and creatively extend their ideas. We aim to develop independence, self-confidence, and caring attitudes which will help children to acquire lifelong learning skills.

More details can be found on the school website.

### 3. Curriculum

Your child's first experience at school is crucial to how they will approach learning for the rest of their life. The Early years setting at Pye Bank Primary is committed to ensuring that your child develops into a creative, happy, confident and independent lifelong learner.

All children arrive with different attributes and needs; therefore personalised learning is at the heart of our provision. The way that your child engages with other people, their environment and challenges in learning - active learning (Motivation), creative and critical thinking (Thinking) and playing and exploring (Engagement) – underpin learning and development across all areas and support the child to remain an effective and motivated learner. We provide the children with tools to develop their learning characteristics, which will lay the foundations for the skills they will need in years to come.

We encourage children to have positive attitudes, form positive relationships and believe in themselves. If a children can learn to 'have a go', learn from mistakes and try again, they will succeed in their future learning, becoming resilient risk takers.

The curriculum is based on the Early Years Foundation Stage Curriculum (EYFS). We ensure that there is a balance of adult led and child initiated learning throughout the day, which takes place indoors and outdoors. It is important that all children have time to learn, play, make friends and grow.

The EYFS is based around 7 areas of learning and development that are equally important and inter-connected.

The 3 prime areas are:

Communication and language	Listening, Attention and Understanding Speaking
Physical development	Fine Motor Gross Motor
Personal, social and emotional development	Self-regulation Managing Self Building Relationships

There are 4 specific areas through which the three prime areas are strengthened and applied. These are:

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical Patterns
Understanding the world	Past and Present People, culture and communities
Expressive arts and design	Creating with materials Being imaginative and expressive

We enrich our Early Years Framework through the wider curriculum subjects to enhance the experience and opportunities available to the children. This includes specific subjects such as geography, history and ICT, special events and celebrations, memorable experiences, forest schools and PHSE jigsaw scheme.

Our teaching of maths is guided by mastering numbers and our teaching of phonics is based on Rocket Phonics scheme.

### **3.1 Teaching**

We ensure there is a balance of child-initiated learning through continuous provision, and adult led activities, across the school day. The interactions between the adult and child is essential to developing vocabulary and critical thinking. The adult responds to each child's emerging needs and interests, guiding their development through warm, positive interactions. The adult's role is to continually model, demonstrate and question what the child is doing.

There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on maths, phonics, literacy, and topic work. Whole class reading and story time are important parts of the day. We want our children to develop a lifelong love of reading. Children are exposed to a wide range of both fictional and non-fictional text to provide them with opportunities to hear and use new vocabulary. We imitate and innovate stories through Pie Corbett approach as we want our children to leave EYFS knowing stories, both traditional and modern well. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision.

In Nursey every child is provided with a free book bag and story book as a welcome gift. In Reception every child is provided with a free book bag, reading diary and a school jumper. Once a week every child in Nursey and Reception will take a book home from the school library. Once Reception children are ready they will also take home a fully decodable phonics book.

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.

### **3.2 Planning**

The Early Years Foundation Stage Curriculum provides the basis for planning in our Nursery and Reception classes (Foundation Stage). The planning objectives within the Foundation Stage are supported by the Development Matters Statements from the Early Years Foundation Stage document. Our planning is based upon themes with discrete lessons in phonics, reading, writing and maths. Progress and curriculum coverage are monitored half-termly. Each learning area in the classrooms and outdoor areas have provision plans, which identify learning opportunities and suggested enhancements. Staff reflect on the different ways that children learn and include these in their practice. They also respond to children's social and emotional needs as well as their academic achievement.

## **4. Assessment**

At Pye Bank School, ongoing assessment is an integral part of the learning and development processes. Practitioners observe pupils to identify their level of achievement, interests and learning styles. These observations are then used to inform future planning. Staff also take into account observations shared by parents and/or carers. Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021). At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 16 early learning goals, indicating whether they are;

- 'Expected' - meeting expected levels of development
- 'Emerging'- not yet reaching the expected levels of development Children's development levels are assessed as the year progresses.

If a child's progress in any of the prime areas gives cause for concern, practitioners will discuss this with the child's parents/carers and agree how to support the child. The profile reflects ongoing observations and discussions with parents and/or carers. The EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding, and abilities. The profile is moderated internally

(referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 5. Working with parents

At Pye Bank, we recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning. We therefore work very closely to ensure that parents/carers are involved in their child's education, and provide them with half termly knowledge organisers and weekly update on Class Dojo detailing what we are learning and how they can support their child at home. We ensure that parents/ carers are kept up to date with their child's behaviour and attitudes towards learning, through half termly reports and parents evenings. We offer workshops to provide parents with an insight into how we teach specific areas of the Early Years Curriculum, detailing ways in which they can support their child's learning at home. These sessions also give parents/carers the opportunity to work with their child in the school environment. We understand the importance of parents/carers views, so provide opportunities for feedback throughout the school year.

## 6. Safeguarding and welfare procedures

The EYFS Safeguarding and Welfare Requirements (2021) require every setting to have a **safeguarding policy and procedure** that is **in line with the guidance and procedures of the relevant Local Safeguarding Partners (LSP)**. At Pye Bank CE Primary, this is covered in the school's main Child Protection and Safeguarding Policy and other related policies (see Appendix 1 for list of policies). Policy and procedure specific to EYFS, in line with the 2021 statutory framework for the Early Years Foundation Stage (EYFS), is outlined below.

### 6.1 Oral Hygiene

At Pye Bank we recognise that a child's first experiences with oral health can impact on the rest of their life. We use oral health foundation to support planning and teaching. We promote good oral health directly through lessons and termly parental workshops. Through these workshops we give parents knowledge and practical advice about how to support oral health at home. At school we teach children about their mouth and introduce them to good habits such as the importance of brushing your teeth, visiting the dentist and the effects of eating too many sweet things. We use stories about teeth and smiles and talk about healthy food and drinks that help to grow strong teeth and those that don't. We have discussions about tooth brushing with fluoride toothpaste. Also every term, every child in Foundation receives a new toothbrush and tube of toothpaste.

### 6.2 Intimate Care

Full policies and procedures for intimate care are outlined in the school's Intimate Care Policy. When children are admitted to the school in Nursery or Reception, parents sign to give permission for staff to wash and change their children. For children who need this on a more regular basis, parents complete an intimate care consent form, and this is then written into an existing Care Plan, or a Care Plan is written for the purposes of intimate care. Whenever a member of staff carries out intimate cleaning or changing, staff complete a record of intimate care as outlined in the Intimate Care Policy.

### 6.3 Use of Cameras and Mobile Phones

The EYFS Safeguarding and Welfare Requirements (2021) require every setting to have a safeguarding policy and procedure that covers the use of cameras and mobile phones within the setting. This is set out in the school's Online Safety and Acceptable Use Policy, which states that, "During school working hours my phone will be stored safely and will be turned off or on silent to prevent disruption to learning. When using my mobile phone for calls during official breaks I will not do so in shared areas, such as the staff room." In EYFS we ensure that mobile phones, cameras and recording devices are not used anywhere within the setting and that all staff are aware of children whose photos must not be published for use other than in school.

#### **6.4 Key Person**

Each child in the Foundation stage is assigned a key worker. In Pye Bank the class teacher is the child's key worker. The teacher works alongside teaching assistants to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, and build a relationship with their parents.

#### **6.5 Staff Ratios**

Every class in Foundation Stage is taught by a qualified teacher, with at least one other member of staff holding a relevant Level 3 qualification. In nursery, there is at least one member of staff for every 13 children.

#### **6.6 End of the Day Handover**

Clear procedures are in place to ensure children in Foundation Stage are handed over safely to a known adult at the end of each school day. No child is handed over to an unknown adult, or an adult who has not been given prior permission from the parent/carer to collect the child.

### **7. Monitoring arrangements**

This policy will be reviewed and approved by the Head teacher every two years. At every review, the policy will be shared with the governing board.

### **8. Impact**

We recognise that every child is unique and that they develop and learn in different ways and at varying rates. We want all of our children to develop a positive attitude to learning and therefore we strive for our children to become curious, resilient and self-assured in order to prepare them for the next stage of education, laying secure foundations for future learning and development.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy
Intimate Care procedure	See Intimate Care Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	See complaints policy
Procedure for the use of Cameras and Mobile Phones	Acceptable Use Policy Online Safety Policy