

Haslam Park Primary School



Early Years Foundation Stage Policy

Together we explore, learn and grow...

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Legislation

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

Early Years Foundation Stage

Introduction

The EYFS Framework facilitates and supports the belief that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

Overarching principles

Four guiding principles should shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The EYFS Curriculum is made up of seven main areas of learning:

Prime Areas:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

Specific Areas:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

The seven areas of learning and development shape our educational programmes and are all given equal importance to ensure that the whole child is catered for to ensure that children leave our setting as good communicators, independent learners and with the social skills required to build healthy relationships in all aspect of their life.

At Haslam Park, we believe these seven areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play, with a balance of adult led and child-initiated activities.

The curriculum is also set around the following **characteristics of learning:**

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

We facilitate the characters of effective learning in our setting through enabling children to explore the world around them through quality, purposeful play. We believe that it is through this play that children practise and cement their own ideas and develop their own concepts.

We place an emphasis on the development of communication and language skills. We achieve this through partnership with the external Speech and Language team and focussed sessions delivered in class that promote and develop speaking and listening. We also aim to provide a rich and varied continuous provision where language and new vocabulary are consistently modelled by adults to extend children's vocabulary.

Learning and Development

Children develop and learn in different ways and at different rates. It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.

At Haslam Park, we aim to provide children with effective teaching and learning through an exciting, thematic approach to embed children's knowledge and understanding of key concepts. We provide a broad and balanced curriculum, which will enable each child to develop at their own pace and achieve their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop their own interests and may be at different stages in their development.

At Haslam Park, we realise that young children need to be provided with many opportunities to use and apply new knowledge and vocabulary in many different ways to be able to **remember** what they have learned. Due to this, we have devised a curriculum that not only builds on prior learning but also revisits many key concepts, knowledge and vocabulary throughout the year in order to achieve a mastery approach to learning.

EYFS Curriculum Intent

Our curriculum aims to provide children with teaching and learning that promotes independence, builds positive relationships, supports children to self-regulate and provides the right foundation for good future progress through school and life regardless of their background or needs.

Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language.

Communication and language is at the heart of every aspect of our curriculum as we believe that language skills are connected to overall development and builds foundations for future literacy skills. We provide a language-rich environment, with quality interactions between adults and children to improve language and extend vocabulary to ensure success for all. We aim to remove the inequalities of language development through reading a range of stories, rhymes, singing songs and facilitating high quality role-play areas. In addition to this, we work together with the local library services to engage families with reading and taking part in activities such as story time sessions. We invite the library service team into school to read stories in a fun and interactive way and to encourage families to join their local library.

We recognise that the early years are a crucial period for reducing health inequalities and establishing strong foundations for lifelong health and wellbeing. We believe that providing a healthy, balanced and nutritious diet is essential to support children's growth, development and overall wellbeing, in line with the Early Years Foundation Stage (EYFS) framework. We recognise that children require nutritious food and drink to meet their dietary needs and to support their rapid physical and cognitive development,

We aim to safeguard children's welfare to ensure every child is given the best possible start in life by providing them with the knowledge and skills to make healthy choices with food and oral hygiene. We aim to work in partnership with the Oral Health Team and take part in the Toothbrushing Programme as well as promoting healthy eating options for children with packed lunches. All staff in EYFS will take part in training to deliver the Toothbrushing Programme and parental consent will be received.

We recognise children's prior learning and various starting points, and create a holistic curriculum that maximises cross-curricular links and builds strong foundations for their future. Our EYFS curriculum is designed to provide challenge for all pupils and evolves to provide children with important foundational skills and knowledge that will later be enhanced and embedded in KS1.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

EYFS Implementation

Our EYFS curriculum focusses on seasonal changes, plants and animals throughout the year, as this is part of the children's natural and immediate world, which they will experience and be exposed to in their everyday life. This approach not only supports our young children to make sense of the world around them but it also prepares them for future learning in Year 1, where they will revisit these concepts in greater depth. We deliver our curriculum using practical first hand experiences with a balance of adult-led, child-led and child-initiated learning.

Children are exposed to a cross-curricular approach to seasons, plants and animals and will explore many aspects of a subject in all areas of learning. At Haslam Park, we believe that this approach enables our youngest children to revisit the same ideas and apply their new found knowledge and skills in different ways, resulting in a deeper understanding of the subject.

In addition to this, we regularly follow children's own interests when the occasion arises by facilitating learning around a pupil's interest. We believe that this approach empowers children and leads children to a deeper level of thinking and involvement in their own learning.

At Haslam Park, we believe that every child deserves a positive start in life and the support that enables them to fulfil their potential. We endeavour to provide children with the best possible start in life through a well-planned curriculum that has the children's best interest at heart.

We plan a learning environment, both indoors and outdoors, that provide challenge for all children as well as encouraging a positive attitude to learning. Indoor spaces are planned so that children can independently access a variety of resources and an appropriate range of activities are provided linking to the current learning and children's interest.

The outdoor space is well planned to provide children with opportunities to develop physically using large-scale movements, which supports the development of healthy and active lifestyles as well as providing them with direct contact with the natural world. The outdoor environment offers a safe space for our young children to play safely and freely while they learn to assess risk and develop the skills to manage new situations

The outdoor environment is a rich, dynamic and natural space for learning and development in children of all ages. Its value as an essential learning resource has been recognised by many pieces of research and more recently within the Early Years Foundation Stage (EYFS), particularly within the principle of 'Enabling Environments' (A Toolkit for Developing Outdoor Provision)

EYFS Practitioners plan from the children's starting points and their own experiences and build on this to extend their knowledge and understanding of the world, introducing them to the awe of the world. The children progress through the sequence of lessons and the learning outcomes provides challenge for all children's needs linking to their age and stage of development.

Planting the seed- Children will be provided with many opportunities to talk about their own experiences of an area of learning and their own locality prior to branching out to the wider world. The children move on to new learning when the teacher feels that they are ready and will build on prior knowledge and understanding. The learning outcome will be dependent on the child's current ability and stage of development. The aim of this is to extend their learning and to provide challenge for all children.

Branching out- Once the children are ready to branch out from what they already know, they will be introduced to learning that they wouldn't usually have access to in their daily lives for their age and stage of development. We believe that this high level of challenge will support children to extend their knowledge and understanding of a particular subject and provide them with a breath of knowledge and an extensive language and vocabulary to develop their comprehension skills, supporting them to make links between learning.

Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in reception at Haslam Park are involved in this process. There are three stages of planning the curriculum:

Long Term Planning

We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each of the six terms and the early learning goals and educational programmes are distributed over the terms, to determine broad and balanced coverage. The early learning goals provide a focus for each subject, in order to support children to achieve Good level of Development throughout the year.

Curriculum Long Term Plan

Autumn 1: 'Autumn/woodlands'

Autumn 2: 'Autumn/Keeping safe'

Spring 1: 'Winter/Polar animals'

Spring 2: 'Spring/Growing'

Summer 1: 'Spring/Life cycles'

Summer 2: 'Summer/Holidays'

Medium Term Planning

At the start of each theme, we ask the children what they already know about the theme. The children's responses will provide the practitioners with an assessment of what the children already know about a topic and will form a basis for a starting point for future plans. We plan for all areas of learning to follow the same theme for the half term in order for children to be exposed to the theme in many different learning opportunities.

Short Term Planning

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of all children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment.

At Haslam Park we refer to the Development Matters, ages and stages document and the early learning goals to help inform us of the next steps in children's learning.

Early Reading

At Haslam Park, we value the importance of early reading and believe that reading opens the door to a child's **early** academic success. We believe that when children are exposed to a range of books, their linguistic skills are improved.

*When children learn to **read** at an **early** age, they have greater general knowledge, expand their vocabulary and become more fluent **readers**. (Cartwright 2012)*

In Reception, children are introduced to early reading through quality phonics teaching alongside english lessons with a high focus on oral retell using a range of quality texts and props.

At Haslam Park, we implement Floppy's Phonics Programme to teach early reading and spelling. Floppy's Phonics consists of a two-pronged approach to teaching early reading and spelling, which consists of a **systematic** and **incidental approach**.

This **systematic approach** to teaching phonics ensures that children progress speedily through the graphemes throughout the programme and develop their oral segmenting and blending skills. This approach builds up their grapheme knowledge and their ability to read and write words fluently using their phonics knowledge and awareness.

The **incidental approach** focusses on using the alphabetic code chart to introduce children to graphemes that they haven't been taught in their phonics lessons, but that they are using in their writing or have used incidentally on a daily basis. This approach ensures that children will be challenged early on and are introduced to many alternative spellings and pronunciations when the occasion arises before they are taught them in the systematic approach.

In the early stages, we focus on tuning into sounds to support children's speaking and listening skills. The children move on to oral segmenting and blending, recognising graphemes, reading decodable and non-decodable words.

All children access the same learning at the same rate unless they have been identified as having an additional learning need where they may require a different, individual approach to teaching and learning of phonics.

Children are taught to read HF decodable and non-decodable tricky words alongside each other. They build up a repertoire of words to enable them to read fluently. These words are also placed in CP to allow children to practise their skills independently. They are provided with reading books that match their phonic ability to ensure that they can access the text at their own level and develop a love of reading.

This prepares them well for the next stage in their learning where they will require greater fluency to understand and interpret what they have read in a range of contexts.

Nutrition and Hygiene

Parents are initially invited to receive information and training regarding the importance of oral hygiene and are provided with the opportunity to ask any questions that they may have regards oral hygiene.

All children are provided with free toothbrushes and toothpaste to take home. Parents are provided with the opportunity to sign up to a local dentist if they currently do not have one.

Children take part in the Toothbrush Programme daily after their healthy snack. All staff are trained to deliver the Toothbrush Programme.

Parents are told at the beginning of the year that children are to only bring in healthy options into school for snacks and birthdays. We provide a birthday badge and headband to celebrate children's birthdays and send home videos of children being sung to so that children have the opportunity to have fond memories of their birthday in school.

Parents are regularly updated on class dojo on how to provide healthy lunches and what drinks are best to support a healthy lifestyle.

Staffing and Organisation

At Haslam Park, we have a 45 place Reception Class. The class is divided into 2 classes, both led by a class teacher. This will allow for the teacher to provide individualised support for children based on their needs and skill levels.

We currently have two full time teachers in our setting. In addition to this, we have SNA support for any SEND children that we have identified as requiring support. Furthermore, we have a member of staff from the Speech and Language Team come into school to support children with any communication and language difficulties.

The children are provided with daily opportunities for structured and free-flow play both in the classroom and in the custom built EYFS outdoor area. This time is supported by an adult, who acts as a facilitator to the child's learning, modelling language skills, questioning children to extend their learning and developing their personal, social and emotional needs.

The children will be taught phonics, maths, English on a daily basis as well as other areas of learning throughout the week, depending on their needs and stages of development. These sessions will be taught by a member of staff in EYFS and will aim to be pacy and interactive to engage the children.

Assessment, recording and monitoring

Assessment Haslam Park Primary School, ongoing 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 shape future planning. Practitioners also take into account observations shared by parents and/or carers via Tapestry.

Annotated examples of work, photographs, and information from parents all contribute to a child's individual learning journal. Observations are recorded within the children's online Tapestry Learning Journal. Parents and carers are also encouraged to add observations from home and staff can then assign assessment criteria to these, where appropriate.

The RBA (Statutory Reception Baseline Assessment)

During the first few weeks of September, adults in Reception undertake a baseline assessment which provides attainment levels on entry. This assessment will be used to measure and track a child's progress throughout the school up to year 6. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2 at Haslam Park.

In addition to this, the teacher assesses the ability of each child, using assessments taken from previous settings. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

We will provide additional assessments to any children that enter the school midway through the year. These are based around children's phonics knowledge and awareness and number. This will establish the child's current ability and support with planning for any interventions that they may need. Any children that are INA's will be assessed with our INA assessment procedures so that we are able to measure their language needs effectively.

At the end of the first term in Reception, the teacher will assess the ability of each child using Development Matters (DFE 2021) These assessments are then carried out termly and allow us to measure children's progress throughout the year. This information is then used to inform future planning.

At the end of the year, 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 or working towards the expected levels ('**emerging**')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared and discussed with parents and/or carers during a parent/carer meeting.

Transition

Pre-school settings and Taster Sessions

At Haslam Park, we have made positive communication links with the many different local pre-school providers. In the Summer term, the reception and pre-school teachers meet and share valuable information about a child that will be attending our Reception class in September. The teachers discuss the needs of the children and offer advice on how to help settle a child into our Reception class. Pre-school settings transfer progress and attainment data to Reception class teachers. These communication links allow the teachers to cater for each child's needs right from the start of their early education.

We invite Key workers along to visit our Reception setting with a child in their care and our staff visit the child in their nursery setting also. This is invaluable to support the children with a smooth transition to Reception.

During the summer term, we invite children to our setting along with their parent/carer. The aim of this is to make the transition from nursery to Reception or home to Reception, a smooth and positive experience for our young children.

Parents/carers are provided with a welcome pack, which provides detailed information about the school and outlines the expectations for learning. The pack also provides parents with ideas on how to prepare their child for Reception and includes links to learning platforms.

Home visits are arranged in the Summer Term so that both child and parent can meet the teacher in their own familiar setting. We aim to take a translator where possible if we believe that there will be a language barrier. We will take photographs of children and their families with permission to form a welcome display in the classroom. The aim of these visits are to build positive relationships with parents and children.

Admission to Reception is on a full time basis from September. However, if a parent expresses a concern with this, we will accommodate them with a part time position until the child is ready for full time.

Reception to Year 1 Transition

Reception and the Year 1 teachers have worked together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible. Key Stage 1 children are placed into two mixed ability classes.

In the last 4 weeks of the summer term, Reception visit their Year 1 class and meet their new teacher for 4 whole days. The children will be taught all subjects throughout the 4 days and experience what it's like to be in Year 1. There will be a clear plan of the structure of the day and the content will be age appropriate. In addition to this, the teacher plans many transition

activities so that they learn all about the children's friendship groups, learning behaviours and ability.

Reception and Year 1 teacher are provided with dedicated time to discuss the children moving up to their class. They share information on data, learning journals, behaviour, family circumstances and individual needs. In addition to this, the Year 1 teacher visits the children in the Reception class in order to familiarise themselves with the children, setting and learning approach.

Parents are informed of their child's new class teacher and are provided with a profile all about the teacher. Parents are also provided with an opportunity to meet the new class teacher if required.

Home/School Links

At Haslam Park, we recognise that Parents/carers are the child's first and most influential educators. When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development and outcomes in life. We believe that a successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:

- Provide parents with the exemplification materials to support them to understand what emerging and expected can look like.
- Sending home regular homework linking to the child's current learning in the classroom.
- Provide parent's with a set of review questions about their current learning via our class dojo page. We use this information to inform future planning for our children.
- Curriculum information is placed on our school website to keep parents informed of their child's current curriculum with an outline of activities which could be undertaken at home to support this.
- Operating an "open door" policy, whereby Parents/carers can come and discuss concerns and developments in an informal manner.
- Parents contribute to learning journals on Tapestry.
- Encouraging parents to contribute to the Recognition Board to promote links between home and school.
- Informing parents of current learning and share photos of work and learning in school on the website and Dojo class Page.
- Encouraging Parents/carers to listen to their child to read each night, to make use of the word lists and to comment on reading progress in a home/school reading diary.
- Encouraging current learning activities to be continued at home using the homework books, ensuring that experiences at home are used to develop learning in school.
- Discussing individual targets with Parents/carers at parents' evening in

November and March (informed by the EYFS Profile and Development Matters Ages and Stages of Development)

-Providing an annual written report to Parents/carers in July summarising the child's progress against the early learning goals and EYFS assessment scales.

Equal Opportunities and Inclusion

We endeavour to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in our society.

In planning our curriculum, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

The school's SEND Lead is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. For further information see Special Educational Needs Policy.

Safeguarding and welfare

Children in the Early Years are supervised at all times, with a sufficient number of staff for the amount of children (Ratio of 1:30 in class, and 1:5 for out of school activities and educational visits)

All indoor and outdoor equipment is regularly checked to ensure it is safe and suitable for the children to use. The outdoor and indoor areas are checked by a member of staff for damage or safety risk each morning before it is set up for the day.

School has an up to date whole school safeguarding policy, which all staff in Early Years are familiar with and trained to use.

All staff attend any up to date safeguarding training both online and face to face training with the safeguarding lead.

We aim to promote good oral health of children by taking part in the brush bus programme, where children are provided with their very own toothbrush and brush their teeth daily with the

support of the staff. In addition to this, we are working in partnership with the local Dentist. Any families that attend Haslam Park School will have the opportunity to register as a patient in their Practice.

Please refer also to 'Safeguarding' policy.

Intimate Care

Please refer to 'Intimate Care Policy'

Health and Safety

Please refer to 'Health and Safety' Policy with specific reference being made to Risk Assessment and Medical needs (First Aid Training).

-We ensure that our staffing arrangements meet the needs of all children and ensure safety. We ensure the children are always supervised effectively indoors, outdoors and on educational visits by following the guidance on the ratio of children to adults in different situations.

-We ensure there is a first aid box accessible at all times with appropriate content for use with children. We keep a written record of accidents or injuries and first aid treatment. We inform parents and/or carers of any accident or injury sustained by the child on the same day and of any first aid treatment given. All of the staff working in the Foundation stage have up to date Paediatric First Aid training, which is refreshed every 3 years

-All medication (both prescriptive and non-prescription) is only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. We keep a written record each time a medicine is administered to a child and a designated first aider will administer any medicines.

-We carry out written risk assessments when appropriate to inform staff practice, and to demonstrate how we manage risks.

-All staff are informed of the updates and adhere to the guidance.

Author	Julie Hampson EYFS Lead	Target group	All employees, Governors and volunteers
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