

St Paul's Church of England Primary School Oswaldtwistle



‘Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.’ (1 Timothy 4:12)

Early Years Foundation Stage (EYFS) Policy

September 2024

Agreed by Governors:

Introduction

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 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.
- **A strong** 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.

Introduction to Statutory Framework for the Early Years Foundation Stage 2023

The overarching aim of the Early Years Policy at St Paul's Church of England Primary School is to promote the principles of the EYFS Statutory Framework and supporting documents.

Four principles of the EYFS.

- 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.

Safeguarding

As a school, and in our early year's provision safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- Regular safeguarding training, including child protection training and updates for staff. There is a named and designated lead professional, who is enabled to play an effective role in pursuing concerns and protecting children and learners
- Staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner
- St Paul's has safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns

about the behaviour of colleagues, these can be found in our Online Safety Policy, Mobile Phone Policy and Whistleblowing Policy

- The extent to which children behave in ways that are safe for themselves and others
- Children's understanding of dangers and how to stay safe
- The extent to which children show that they feel safe and are confident to confide in adults at the school
- The steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- The necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill
- The suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- The maintenance of records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded, and their needs are met
- The suitability and qualifications of the adults looking after children or having unsupervised access to them, this is found in our code of conduct 3:19 Statutory Framework Staff taking medication/other substances is addressed by staff having lockers where personal belongings and medication are kept. Supervision of children is always by employed qualified staff and students are always supervised. The school also has an intimate care policy which is followed by all staff
- The appraisal arrangements, training, support and skills development of staff, include the arrangements for supervision of staff, particularly opportunities for coaching and training, peer support, team-working, continuous improvement of skills, and confidential discussion of sensitive issues. 1:1 training is given where needed and support is given where needed
- All staff partake in yearly appraisals where challenging targets are set and further CPD is discussed
- The effectiveness of risk assessments and actions taken to manage or eliminate risks. The classroom has its own risk assessment as does the outside area. Other risk assessments/ policies such as single central register, behaviour policy and our health and safety policy are kept in the office

EYFS Provision in this setting:

Children start Reception the September after their fourth birthday and stay within this class for a full academic year.

Staff in the early years:

Teacher: Mrs C Hollinghurst - Full time

TA3: Mrs T McKillop - Full time

Mrs T McKillop holds a current paediatric first aid qualification.

Organisation and management of provision:

In September the children come to school for half days for the first two weeks then, if ready, they move to full days.

The children are organised in one classroom and have access to a variety of areas of continuous provision in the classroom and in the adjoining outside area. Children have free flow opportunities throughout the day to work inside and outside. All children also have access to other facilities in school i.e. the large school yard and garden, the hall and the library.

Each day the children participate in collective worship with the rest of the school. Reception children share playtimes both in the morning and the afternoon with the infants.

When children start in Reception they are assigned a key person. The main role/responsibilities of the key person are to:

- be the main link with the parent at the start of the day and the end of the day
- lead small key group time during different times of the day
- ensure that individual needs of children are met where possible
- gather specific observations where individual gaps in development have been identified

Children are constantly being observed which leads to assessments. If children are found to have a specific difficulty which could be an SEND issue this is monitored carefully and discussed with the schools SENCO. If a child starts with English as additional language, assessments are made as with other children by talking to parents. If language is a barrier, the EAL service works well with school to support and advise EYFS staff. Where necessary, additional support is bought-in to further support the needs of the child.

We operate an open-door policy where parents are free to come in and talk to staff at the beginning of the day and at the end. We provide two formal parents evenings a year alongside the rest of school. Each half term parents can come and look at children's work and discuss progress and share any issues with their child's key worker. Parents are encouraged to contribute to children's learning journeys through the Tapestry app.

Lunchtimes and playtimes are joint with the Infant department.

Within the Infant department phonics is streamed from October half term allowing for gaps to be consolidated and children's learning to move forward, as they are taught at their differing levels and abilities. All children in reception receive 25mins of phonics timetabled time each day.

Being a church school, RE is a core part of our curriculum and our children receive a minimum of one hour RE teaching per week.

All Reception children participate in Forest School each week for one afternoon. Children change into appropriate all-weather clothing and walk to Rhydding's Field (close to school). There they experience outdoor learning in all weathers and have a fabulous opportunity to get close to nature and partake in first hand experiences which translate to subsequent classroom-based activities and enrich learning opportunities for children of all abilities.

Organisation and management of the learning environment

In line with the principles of the EYFS (*unique child, positive relationships, enabling environments, learning and development*) our practice starts with the child and their interests, abilities and skills, rather than the curriculum. We offer a play-based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

There is a balance between adult directed activities with children receiving an English and Maths activity/ challenge each day. Children also have plenty of opportunities to initiate their own learning. The adults also have a valuable role extending and challenging children's thinking and learning within the continuous provision. There is an emphasis on 'following the needs and interests of the children in order to ensure learning is real, relevant and purposeful.'

The learning environment enables children to demonstrate the characteristics of effective learning and enables adults to support the children in playing and exploring, active learning, and developing creativity and thinking critically.

Classroom challenges and activities are fun and engaging relating to children's interests and needs. Continuous provision changes regularly to match the learning. It can be changed by the needs of the children, but also extended according to their needs. It is well planned with specific objectives as intended outcomes, but children also have the freedom to take learning in different directions. Within the provision, differentiated challenges are set in order for children's learning to be moved on. This allows all children to access it, including children with SEND and EAL.

When children are assessed each half term, careful attention is given to the data and as to whether children are progressing and what the reason might be if not. Interventions are then put into place specifically to address the need of the child in order to narrow the gap or stop the gap widening.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the New framework and is planned to transition smoothly into the National Curriculum at Key Stage 1 in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, emotional and social development. The role of physical development emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

3 Prime:

- Personal, social and emotional development
- Communication & language

- Physical development

4 Specific

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

Reception and Key Stage 1 children have access to RE and access collective worship daily.

At St Paul's we are working towards all children achieving the early learning goals by the end of the reception year.

The curriculum at St Paul's has been developed in line with the EYFS requirements for observation, assessment and planning. This includes how characteristics are planned for and how each area of learning /aspect is planned for to ensure essential skills and knowledge are covered.

The wider curriculum at St Paul's consists of

- Educational visits and visitors, e.g. family members, members of the local community
- Opportunities to access the local and wider environment including shops, parks, countryside, libraries, forest schools
- British values promoted by a range of spiritual, moral, social and cultural activities which start in reception and develop through school
- Links with local community organisations, e.g. Community Hospital/High schools/Business
- Links with pre-school playgroups, day nurseries and local authority-maintained nurseries which feed into school.

EYFS Planning

At St Paul's planning includes:

Long Term Planning: this forms an overview and helps us focus on our medium-term planning:

- We ensure coverage of all areas of Learning and Development are in line with the educational programmes of the EYFS Framework & whole school initiatives
- We follow the requirements for the locally agreed Blackburn Diocesan syllabus for RE
- We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation

Medium Term Planning: this informs and helps us focus on short term planning.

- Medium term plans are written half termly that focus around a topic but can change with children's interests and events,

- We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes using development matters positive relationships/enabling environments to support planning effective provision
- Our daily routines which includes snack or mealtimes, time for arrival, settling in and leaving, provision for outdoor activities as well as indoor, time for individual or small group interaction and whole class activities with staff
- Main resources, such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified children's interests and themes for reception children, e.g. Marvellous Me, Transport and People Who Help Us as well as Our World.
- We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individuals and groups of children
- We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individuals and groups of children, which will change throughout the year
- We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development
- Knowledge organisers are given to parents the term previous so they know the over-arching theme and know how to help their child at home and prepare them for topics with specific vocabulary and possible trips visits they could go

Short Term Planning:

We use the observation, assessment and planning cycle to determine the children's starting points, needs and interests. Short term planning is responsive to the children's fascinations and provides a weekly overview of teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning. It takes account of the children's prior learning by adapting plans daily based on children's needs and achievements. Information gathered from observations is then used to create next steps for children.

Our planning file includes:

- Long term planning
- Medium term plans for literacy / numeracy / other areas of learning
- Weekly numeracy / literacy plans
- Continuous provision planning
- Daily plans
- Phonics plans
- Group lists
- Assessments

Observation and Assessment

On Entry Assessment

There are a number of ways that information is gathered at entry into school.

- We use the National Base Line Assessment which is completed within the first two weeks of September
- A Home visit is made for each child where the teacher, SENDCO or TA3 / pupil support worker visit the home and gain as much information about home life, the child's previous development, medical/social issues, and support from other agencies as well as likes and dislikes
- Children are invited into school for 3 half day sessions where informal assessments and observations are made
- Visits are made to each nursery setting allowing us as practitioners to see how the children present in a familiar setting. An opportunity is also found to speak to the child's key worker and discuss levels of development as well as any other information needed to help transition to school
- By the end of the first two weeks in school, a baseline best fit approach is made based on previous assessment data and all other information gathered. Each child is put on a reception tracker where each area of development is recorded

Formative Assessment

Observations and assessments are constantly on going and are made by all staff within the class. Other members of staff also contribute to observation if they notice anything significant at playtimes or lunchtimes. Observations are recorded using the Tapestry app on iPads. Links are made to Development Matters. Observations are then printed and recorded in children's individual Learning Journeys. They are then cross referenced to each area of curriculum showing coverage of observations. Discussions with parents about development are also recorded in Learning Journeys. Parents can also comment and share observations via the app. Learning Journeys include photos, written observations, children's work etc. All these contribute to identifying development levels at the end of the half term on the tracker. Regular conversations about observations occur between practitioners which informs future planning – continuous provision, adult input and challenges.

Pupil's have progress targets that are decided through discussions with the child. These are reviewed each term.

Summative Assessment

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development
- Parents understand their child's progress and are helped to support learning and development at home
- Concerns about an individual child's progress are identified and addressed
- The quality of provision is monitored, and improvements made where necessary
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn
- The staff have the skills and knowledge they need to enable children to make progress

Each half term the assessment data is input on the tracker. This data is then analysed. Pupil progress meetings occur each half term where each child is discussed, identifying any issues with progress or any intervention which needs to be put in place.

Children start school well below the national average so need to make good if not accelerated progress. Clear assessment and intervention and quality first teaching helps children leave reception with a good percentage leaving at national average.

Phonics is also reassessed each half term with all infant staff allowing groupings to be changed according to need and progress.

Statutory assessment for reception EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.

Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Early Years Framework 2023

Assessment judgements are moderated internally by reception staff, infant department staff and SLT. They are also externally moderated by our link school and there are future plans for moderation to be done with local nursery settings.

Reporting to Parents

At the end of the Reception year, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.

A school report is sent home at the end of the summer term. It reports on each of the 17 ELG's and whether they have been achieved or not. It also comments on each child's characteristics of learning with other general comments from class teacher and the head teacher.

During the year, two parent's evenings are held where progress is discussed. Parents are also welcome to come in and discuss their child's progress at any time.

Induction/Parental Engagement & Involvement

Transition Procedures - Nursery to Reception

When children have received an offer of a place at St Paul's they are contacted by letter inviting them to come to an induction evening. The induction evening is an opportunity for parents /guardians to come and look around the school and meet staff. A presentation is given informing parents about routines of the day, details of uniform, expectations of school and role of parents, information about stay and play, forest school and other school activities. Parents also fill in application forms and fill out other documentation i.e. data protection, local visits and pupil premium forms. A copy of all the information shared is given to take away for further

reference. At this meeting home visits are also booked and dates of when children will visit school are given to parents.

Home visits are done by the class teacher, TA, SENDCO and Pupil Support Worker. This gives parents the opportunity to ask any questions not answered at the induction meeting and also provides an opportunity to see the child in their home environment. It is also an opportunity to gather personal information on the child and their relevant medical history.

Good links are in place with feeder nurseries. Visits are made to see both children and key workers so that as much information is shared as possible.

Children attend 3 half day visits around end of June and the start of July. This gives the children an opportunity to familiarise themselves with staff and the classroom.

In September, the children come into school part time for the few weeks and then progress to full days if they are ready.

Reception to Y1

Due to the school size and the joint activities shared between EYFS and KS1 children the children are familiar with the year 1 staff and are comfortable with them. There are planned opportunities for children to visit the year one class and get to know the staff even better before their transition to year 1.

A transition meeting is held between the reception and year 1 staff where a detailed conversation is undertaken sharing academic information and other information about the child.

A transition meeting is also held with reception parents informing them of the changes to expect as their child moves from EYFS into year 1.

Information to be transferred:

Home to school

- Personal information from a parent about a child e.g. who is picking a child up from setting, allergies & medical needs, permission for photographs and school visits
- Portfolios, Record of achievement.

Nursery to Reception

- Personal information from parent / nursery about a child
- allergies & medical needs, permission for photographs and school visits
- Record of achievement / learning journal
- Information about a child's progress in relation to EYFS

Reception to Y1

- EYFS Assessment data, characteristics of effective learning information and how this is used to plan for teaching & learning in Y1
- Record of achievement / learning journal

- On-going assessment documents e.g. reading records, writing assessments, behaviour programmes, care programmes

Liaison with other agencies

We help parents access support for health, children centres, social services, food banks etc. The SENDCo is responsible for liaising with speech therapy and other agencies that may be involved in a child's specific needs.

Staff Development

All staff receive regular training on EYFS updates and training needs are regularly identified and CPD is put in place. The identification of training needs for teaching and non-teaching staff will take place through Appraisal /supervision and/or staff development interviews, as outlined in the school's appraisal policies.

Each member of staff will be a key person to a group of children, ***'Their role is 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.'*** The class teacher is usually the main point of contact for curriculum matters.

The Early Years Leader will ensure that:

- Appropriate dissemination of training/materials/good practice takes place regularly
- A record of INSET activities is maintained
- Teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support
- There is an assessment of the impact of INSETs etc. on the quality of teaching & learning.

Resource Audit

Regular audits of resources take place. A wide range of resources and materials are available to the early year's department both inside and outside. Resources are easily accessible and stored within the classroom and storage cupboard. Larger outside resources are stored in a shed on the yard for easy access to the large yard. The upkeep of the resources is the responsibility of the reception staff. Provision and resources are monitored to ensure they are suitable for the needs of the children. Provision is changed and adapted for children with SEND and EAL needs. The school improvement development/Early Years Action plan take into account the need to update and replace both consumable resources and expensive items such as sand & water trays, construction materials, or outdoor play equipment.

Reviewing the Early Years Policy

The provision in the early years is monitored by the SLT and the governors. There is a named EYFS governor who comes into Reception weekly to support children and observe practise.

The head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances. This policy will be reviewed annually.

Review Date: September 2025

NEED TO ADD ABOUT EATING