



# Pilsley C of E Primary School EYFS Policy

## **Pilsley Cof E Primary School** **Early Years Foundation Stage (EYFS) Policy.**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Pilsley C of E Primary School, the children join the Reception class in September of the year in which they turn five. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that every child:

“has the best possible start in life and the support that enables them to fulfil their potential.” (Statutory Framework for the EYFS 2021)

The EYFS is based upon four guiding principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – an acknowledgement that children learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

### **A Unique Child**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion/Special Educational Needs (SEND)**

All children and their families are valued at Pilsley. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special educational needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Special Needs Co-ordinator (SENCO Mrs Bond) is called upon for further information and advice. Appropriate steps are taken to support children by following specialist advice in accordance with the school’s policy for SEND. Practitioners will provide a link helping families to access relevant services as appropriate.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs; providing a wide range of opportunities to motivate and support children and to help them to learn effectively;

- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping.
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- monitoring children's progress and taking action to provide support as necessary.
- We follow the non-statutory document Development Matters to guide our approach to the curriculum.

In order to accommodate the learning styles of individual's, wherever possible, lessons will be planned in a multi-sensory way so that the activities will appeal to all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes to ensure that pupils are not inhibited by any specific difficulty.

## **Safeguarding and Welfare**

The safety and wellbeing of all children at Pilsley C of E Primary is paramount.

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.” (EYFS Statutory Framework for Early Years Foundation Stage 2021)

At Pilsley C of E Primary Foundation Stage, we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

All staff refer to the government's statutory guidance 'Working Together to Safeguard Children', 'Prevent duty guidance for England and Wales' and 'Keeping Children Safe in Education'.

All staff are aware of our whole school safeguarding procedures as stated in Pilsley C of E Primary School Safeguarding and Child Protection policy.

This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.

Fire safety procedures are set out in Pilsley C of E Primary School Fire Safety Policy.

## **Positive Relationships**

At Pilsley CE Primary, we recognise that children learn to be strong and independent through positive, secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## **Key Person**

Each child must be assigned a key person. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate. (EYFS Statutory Framework 2021)

At Pilsley C of E Nursery all staff work closely together to provide children with a caring, nurturing environment and all adults are able to respond to the children's needs. However, in line with Early Years Framework requirements, each child is also allocated a 'Key person'. The key person ensures that within the day to day demands of the setting, each child for whom they have special responsibility feels individual, cherished and thought about by someone in particular while they are away from home. In addition:

- They help to ensure that every child's care and learning is tailored to meet their individual needs.
- They help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.
- Together with the Foundation Stage leader, they also help families engage with more specialist support if appropriate.
- The key person meets the needs of their key children responding sensitively to their feelings, ideas and behaviour. They are also the person primarily responsible for their key child's care routines.
- They make observations of their key children and keep records of their learning and development together with the Foundation Stage Leader and other staff members.

## **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their continuing role, in educating their children. we do this through:

- Establishing relationships by talking to parents about their child before their child starts in our school or nursery through informal discussions, at a group or individual induction meeting with parents during the summer term prior to entry into reception.
- Offering children have the opportunity to spend time with their teacher before starting school or nursery during taster and transition sessions which are tailored to individual needs. Children are offered the opportunity to enjoy a school dinner during one of these transfer sessions.

- Inviting parent to bring their child into class each morning to help them settle to an activity. This smooths children's transition is also to support staff and parents in getting to know each other as well as the children.
- Providing parents with an information booklet which gives parents information about routines and the curriculum their child will follow in the Foundation Stage.
- Developing home school links through a home school book for Reception children and an 'All about me' bag which the children are encouraged fill with some items that are special to them to talk about during the first few weeks of school. Parents of nursery children are encouraged to share information about their child and their interests and preferences by filling out an All about me booklet prior to starting.

Encouraging parents to talk to the child's teacher if there are any concerns. Opportunities are available daily at the beginning and the end of the day to encourage parent involvement and accessibility. There are also planned parent consultations in the Autumn and Spring term where the parents have opportunity to discuss their child's development and next steps with their key worker or class teacher.

Reception parents receive a report on their child's attainment and progress towards the early learning goals at the end of the school year;

- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents, for example open afternoons and mornings, trips, plays, celebration assemblies and services at church.

Providing parents an opportunity to celebrate their child's learning and development at home and at school through writing in their child's home /school book or commenting on Tapestry.

- Written contact through home school book to share information about the child's experiences outside school. and reading diaries as well as the acknowledgement that parents can ring school to contact the class teacher;
- Parents are invited to attend a reading and numeracy meeting during their child's first term explaining these areas and offering ideas and support for their participation at home.
- Ensuring all parents know that who their child's key worker is and what their role in their child's learning involves
- Providing a quiet and confidential area where parents are able to discuss any concerns.

## **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision and adult led activities.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children and strong partnership with parents to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning profiles on Tapestry.

Play based learning is essential to children's development. Children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play by interacting with the children and guiding them to extend and further individual learning. Self-directed learning is balanced with a range of adult led activities. The frequency of these will naturally increase as the child develops.

School based learning is enriched in a range of ways through visit e.g. to Wildlife and Farm Parks, Chatsworth, the estate churches, local area visits and weekly forest school sessions in the local woodland or school field. Further curriculum enrichment is developed by having visitors into school e.g. local clergy, doctors, firefighters, police or visiting artists and scientists. The children also participate in whole school activities and events e.g. hospitality week, Easter celebrations, friendship week and science week.

## **Learning and Development**

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive (EYFS Framework March 2021)

Three are "prime areas," and four "specific areas." The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

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

At Pilsley CE Primary School:

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners make ongoing judgements about the balance between activities led by children, and activities led or guided by adults. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and secure routines for playing and learning. As children grow older, and as their development allows, there

will be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. (with reference to Statutory Framework for EYFS 2021)

Planning and guided children's activities will reflect on the different ways that children learn. At Pilsley CE Primary, we support children in developing the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2021)

Religious Education is also taught in the reception class in accordance with the Revised Derbyshire Agreed Syllabus and the school's R.E policy.

## Assessment and Record Keeping

Ongoing assessment is an important aspect of the effective running of EYFS at Pilsley CE Primary School. It helps develop an excellent understanding and knowledge of each child which is essential and is used to inform planning and next steps for each child. Ongoing assessment is undertaken in a variety of ways including observations (formal and informal), feedback from adult and child-led activities and one to one activities, designed to assess and inform. Records are kept of each child's progress to help practitioners form an understanding of children's development and interests with reference to the Early Years Foundation Stage Profile Handbook (2021) and the Early Years Foundation Stage Exemplification Materials. Practitioners' knowledge of the children helps shaping the planning of teaching and learning experiences for each child reflecting that knowledge. Practitioners respond to their own day-to-day observations about children's progress and observations that parents and carers share. The cohort's data is collated and analysed at least 3 times a year and used to identify each individual child's learning priorities.

Each child will be assessed within the first six weeks of arrival in Reception using Government baseline assessment and this information will be used to inform our planned learning. We use record observations of the children on Tapestry. As a staff, we regularly discuss our observations of the children to moderate our judgements of their attainment, we moderate our assessments with the Key stage one teachers and attend cluster moderation to ensure our judgements are as accurate as possible.

Children are actively encouraged to be aware of their next stages of development through discussions of their work. Parents are kept informed of their child's progress and attainment through regular dialogue, target sharing at parent consultations, their child's end of year report, regular praise and reward systems and the sharing of their child's development in a two-way dialogue through their child's Foundation Stage Profile on Tapestry.

## Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

## **Health and Safety**

At Pilsley CE Primary School, there are clear procedures for assessing risk (see Health and Safety policy) which includes procedures for keeping children safe during local outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, in the Pilsley c of E Primary School safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2021, at Pilsley CE Primary we undertake:

- A whole school medicines policy which includes systems for obtaining information about a child's needs for medicines, and for keeping this information up to date. Training must be provided for staff where the administration of medicine requires medical or technical knowledge. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).
  
- Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that medicine has been obtained from the child's parent and/or carer. Providers must keep a written record each time a medicine is administered to a child and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.
  
- All staff in EYFS undertake paediatric first aid training
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept
- If a child has any head injury or injury other than a minor scrape or bruise parents will be informed.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy are in place.
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff's own personal use.
- Staff are expected to wear appropriate clothing that supports them in getting to a child's level and playing and engaging with children at floor level.
- Staff promote the good health, including the oral health, of children attending the setting.

## **Transition into Reception**

### **From Pre-school /Feeder settings**

During the summer term prior to a child's entry into the Reception, the following procedures have been put into place to ensure successful transition

- Home visits are offered to parents where it is deemed appropriate and one to one discussions offered to parents to highlight concerns or answer individual questions.
- Parents are invited to a New EYFS Parents meeting to ensure they know about school procedures and any concerns they may want to express.
- For children who do not attend nursery during the summer term parents are encouraged to complete an “all about me” booklet. It is used during the autumn term to support transition and to inform planning.
- The children are invited to two separate visits to their reception class, one of these includes staying for lunch.
- Members of staff from Pilsley CE Primary make visits to feeder settings. The number of visits will depend on the child’s needs and how much information gathering is required in order to support the child’s transition.
- Children requiring extra support will have additional visits regardless of their setting.

### **From Reception Class to Key Stage 1**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect practitioners’ own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. At the end of the reception year, results of the EYFS profile report are shared with parents and they are given the opportunity to discuss them further with the person who completed it, if they wish.

Each child’s level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (‘emerging’). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child’s skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child’s stage of development and learning needs and assists with the planning of activities in Year 1. The Profile is completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND are made as appropriate. Specialist assistance to help with this will be sought when appropriate.

**Policy reviewed by Emma Bond Date: May 2021**

**Chair of Governor’s Signature: .....**      **Date:.....**