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 Henwick Primary School the term is used to describe Nursery and Reception provision.

Our Aims
In partnership with parents/carers, we aim to provide a rich learning environment that is happy, loving, warm, stimulating and safe, where children will be stimulated and nurtured to become competent, confident, independent and co-operative learners, who feel supported to take risks and explore their own learning. We endeavour to ensure that children become active learners providing teaching and experiences that gives children the broad range of skills that provide the best foundation for future learning in school and in life.

The Early Years Foundation Stage at Henwick School
We offer 15 hours per week in our 52 place Nursery Class. Children can join the Nursery class in the beginning of the term following their third birthday if a place is available. Places are allocated from the waiting list held by the Early Years Foundation Stage Leader following the local authority guidelines for admission. Children are offered 5 sessions of 3 hours either in the morning or the afternoon session. There is no statutory right of appeal for a place in the Nursery class.

We have 2 Reception classes with a total of 60 children. Having a place in our Nursery class does not give an automatic entitlement to a place in the Reception class. Parents or carers must apply for a place by completing the Royal Greenwich Common Application Form if they are a Greenwich resident: residents of other boroughs must apply through their local authority. Forms are available from the September before their child is due to start school. Applications can also be made on-line. The local authority allocates places following their admission policy.

The Early Years Foundation Stage Provision
At Henwick our provision is based on the EYFS four principles (Early Years Statutory Framework 2017) 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Learning and Development- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children including children with special educational needs.

At Henwick we recognise that every child is born ready, able and eager to learn. Every child is a unique individual with their own characteristics, temperaments, interests and needs.
We use information provided in the 2 year old developmental check if this is available, information from other settings a child may have or is attending and most importantly information from the parent and/or carer to understand a child’s development, interests and needs on entry to plan for their learning a development.

**Learning and Development in the EYFS**

Children in the EYFS will be learning skills, acquiring new knowledge and demonstrating their learning through 7 areas of learning and development.

The first three areas are particularly important in encouraging children’s curiosity and enthusiasm for learning, and for building their capacity to learn and form relationships all essential for future learning. These three areas are known as prime areas and include:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

As children develop the prime areas will help them develop skills in four specific areas of learning. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The 7 areas are used to plan children’s learning and activities. We make sure that the activities are suited to children’s unique needs.

We use the ‘Early Years Outcomes- September 2013’ document to give guidance on assessing and planning for next steps in learning working towards the Early Learning Goals which the children are expected to achieve by the end of the EYFS.

None of the areas of Learning and Development can be delivered in isolation from the others. These are all of equal importance and delivered through planned, purposeful play, with a balance of adult-led and child initiated activities. We also look at the individual child through the characteristics of an effective learner which underpin the planning and teaching across all areas of learning: Playing and Exploring (engagement), Active Learning (motivation), Creating and Thinking Critically (thinking).

**Active Learning through Play**

At Henwick School we recognise that young children learn best when they are active and involved. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children’s play. It is an essential and rich part of their learning process in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.
We believe that children have an entitlement to long periods of undisrupted play and our flexible timetables and routines reflect this.

In the EYFS setting at Henwick we provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding as well as shared sustained thinking.

As children develop throughout EYFS 2 and show a ‘readiness’ there is a gradual shift towards more activities that are led by an adult to try to help children prepare for more formal learning, ready for Year 1.

Planning
We use our knowledge of children’s interests, learning needs and attitudes to inform our planning. We welcome information from parents and carers to support us with this. As well as supporting their current stage we make plans to support their progress by including activities that are predictable, comforting and challenging. We provide opportunities for children to explore, investigate, discover, create, practice, rehearse, repeat and consolidate their developing knowledge, skills, understanding and attitudes. We make time to observe what children are doing or trying to do and give them enough time to complete their own line of enquiry without interruption. Our timetables and planning are flexible to meet these needs.

All staff have input into the planning process. We do not plan too far ahead. Termly plans will show the adult initiated learning intentions and experiences using themes to stimulate learning; often the theme is a carefully chosen book, celebration or festival.

Weekly plans will show what the children will experience that week often influenced by what is happening or needed at that point in time. Plans are continuously adapted and changed in response to reflective practice.

Reception classes plan weekly for adult led Literacy and Numeracy.

A termly newsletter keeps parents and carers informed of planned learning experiences and events.

Discrete phonics
We plan for the systematic teaching of letters and sounds, initially developing sound discrimination and listening. When children are ready letters and sounds are taught daily using ‘Jolly Phonics’ materials as an aid.

Assessment
On-going assessment is an integral part of the children’s learning and development. All staff in the EYFS observe the children in different situations and contexts to enable a holistic view of their development. These include:

- Participant Observations - Children’s responses to an activity involving an adult
- Spontaneous Observations - Record of an activity that an adult is not necessarily involved in
- Conversations - Record of a child’s conversation with an adult or peers
• **Process Observations** - Record of a child’s process of doing something (may include a photograph or sample of work)

• **Planned Observation** - A narrative of what a child does and says in a specific period of time-recorded on an observation sheet.

These observations and assessments identify learning priorities for the children and help us to plan relevant motivating learning experiences for them. We match our observations of the children to the age related descriptions in the Early Years Outcomes Guidance at the end of every term.

We have in place a tracker system for each child within the EYFS. On entry to the Nursery and Reception Classes an initial assessment of the children against age related Early Years Outcomes descriptions are made to determine each child’s developmental stage on entry. The tracker is updated at the end of every term using a colour code to show progression.

A drawing and ‘writing’ sample are collected at the end of every term with assessment comments written by staff.

The EYFS Leader monitors progress and plans intervention programmes with staff if a need is identified.

At the end of a child’s time in Nursery a written report is made for sharing with parents/carers and next class teachers. The report includes comments on their progress and characteristics of learning.

At the end of Reception teachers complete the EYFS profile indicating whether children are working at expected levels, or emerging at these levels or exceeding them, in all 7 areas of learning. Parents/carers receive a written report with comments on their child’s progress and characteristics of learning.

The EYFS Lead monitors and assures the accuracy of judgements made.

**‘Learning Journals’**

All children in the EYFS have their own ‘special book’ where photographs of them at play and learning are displayed with their comments recorded. The folder is shared regularly with children so that they can begin to recognise their own achievements over time. Children are encouraged to take the folders home at regular intervals to share with their family. We very much welcome home contributions to the folder.

**Inclusion in the EYFS**

We provide a friendly, caring environment in which all children are encouraged and supported to achieve their full potential, irrespective of gender, race, social class, religion, special needs or disability.

We value each child’s contribution to the school community and positively encourage and promote respect for, and understanding of cultural and social diversities.

We include celebrations and festivals of different cultures in our planned learning to develop children’s awareness and understanding of their own culture and that of others, where possible using families as a resource. We endeavour to identify any barriers to learning at the earliest
opportunity and plan strategies or additional support to overcome the barriers enabling every child to reach their full potential.

We give our children every opportunity to participate in a wide range of experiences in order to help them to achieve their best. We do this by taking account of each child’s learning style, communication needs, disability and range of life experiences when we are planning for their learning.

In the EYFS we have high expectations related to the educational, social and physical needs of the children. We help all of the children to achieve by planning to meet the needs of all. We do this by:

- planning opportunities that build upon and extend children’s knowledge, experience and interests;
- planning opportunities that develop their well-being, self-esteem and confidence;
- using a wide range of teaching strategies that are based on children’s learning style and communication needs;
- providing a wide range of opportunities to motivate, challenge and support children helping 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;
- monitoring, tracking and analysing children’s achievement, progress and learning needs;
- Accessing support, such as Speech Therapy when necessary.

**Early Identification of Special Educational Needs**

We recognise the importance of identifying children who may be experiencing difficulty accessing some areas of learning as soon as possible through our observations and assessment and by listening to families. We focus on the child’s needs ensuring that they are fully met and supported by recognising and planning appropriate activities and experiences that should enable them to reach their ‘next steps’.

Progress is monitored and recorded and shared with parents or carers and with the Inclusion Manager. It may be necessary to seek advice or support from other professional agencies with parental permission.

**English as an Additional Language (EAL)**

We have a rich and growing diversity of families at Henwick who enrich our school community. We build on the children’s cultural and linguistic experiences to develop their understanding and use of English. We provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We value support from parents, carers and older siblings to help us with this.

If a child does not have a strong grasp of English language their skills and knowledge can be assessed in their home language with the help of parents, with the exception of communication, language and literacy that we must assess in English.

**Safeguarding and Welfare**

At Henwick School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. 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.

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.

At Henwick we take all necessary steps to keep children safe and well.

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

We do this by having the following in place:
• Children are only dismissed to named persons
• Children are only dismissed to an adult i.e. over 16 years of age
• Children’s personal details, emergency contacts and health needs are readily available in the office
• Children’s’ dietary needs are recorded and acted upon when required
• Each classroom has a snack and sink area that can provide healthy snacks and drinks. The EYFS leader has had certificated ‘Food Hygiene’ training.
• A first aid box is accessible at all times and a record of accidents and injuries is kept.
• All teaching assistants are paediatric first aid trained.
• A fire and emergency evacuation procedure and policy is in place
• A missing child procedure is 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 own personal use.
• A landline phone is available in EYFS1 and one EYFS2 classrooms
• Appropriate clothing, the wearing of heels (stilettos or a heel that comes to a point) are not worn by staff. Staff are expected to wear clothing that supports them in getting to a child’s level and playing and engaging with them at floor level and that are not revealing
• Risk assessment procedures are in place especially in ‘Forest School’.
• Water trays are emptied and refilled daily
• Precautions are taken to prevent the spread of infection.
• Sand trays are emptied and refilled every half term or immediately following an outbreak of infectious disease
• The use of toilet roll inner tubes and polystyrene foam are not permitted
• Staff are mindful of allergies when allowing recycled boxes and containers in the classroom
• Ensuring that the premises, furniture and equipment is safe, clean and suitable for purpose by carrying out regular risk assessments
• Ensuring that staff do not leave the classroom area during session time unless they have been replaced. In an emergency the EYFS leader must be contacted immediately to organise cover.
• Ensuring that staff taking medication have checked that it does not impair their ability to work with children. If drinking alcohol at home staff must ensure that it does not impair their ability to work with children the next morning.

Supervision
At Henwick we ensure that all adults that are in contact with children are suitable to do so. Enhanced criminal record checks are carried out on all adults with contact with the children. All our staff have relevant qualifications, training, skills and knowledge and a clear understanding on their role and responsibility for working with the children.

At least one member of staff who has a current paediatric first aid certificate is on the premises at all times and accompanies children on outings.

Staffing arrangements ensure that children are adequately supervised at all times with children always being in sight or hearing of at least one member of staff.
The class teacher is the Keyperson for all children and is assisted in this role by Early Years Practitioners.

Health and Well-being
It is important that we are kept informed about the health and individual needs of children. An opportunity is provided for this information to be shared with the Early Years Foundation Stage Leader prior to starting. An emergency contact form will also be completed during this meeting. Parents and carers can discuss new or further needs at any time with their child’s key person or teacher or update contact details.

Children are not allowed in school if they are unwell or have a temperature. If a child is sick or has diarrhoea they must not return to school until they have eaten normally with no further sickness or diarrhoea for at least 48 hours. If a child is not well enough to be in school parents or carers need to notify the school on the first day of absence with the reason.

If a child is well enough to be in school they are expected to take part in all activities and routines.

A parent or carer will be notified if a child becomes unwell in school so that they can be taken home. We keep children comfortable until a parent or carer arrives.
A parent or carer will be contacted if a child develops a temperature during the day. Measures will be taken to control the temperature while waiting for the parent. In extreme cases if there is significant delay in the child being collected verbal consent from the parent or carer can be given for a measured dose of Calpol to be given to the child by a named person and this must be witnessed by another adult and recorded.

If there is a serious medical emergency we will call an ambulance and contact the parent or carer; if the ambulance arrives before the parent or carer an adult will accompany and stay with the child until they arrive at the hospital.
If we are unable to contact a parent or carer and a child needs to go to hospital but does not need an ambulance, a member of staff will take the child in a taxi and stay with them until the parent or carer arrives.

**Minor Accidents**
If a child has a minor accident in school, it will be treated by a paediatric first aider. Parents or carers will be informed at the end of the session or day and will be asked to sign the accident record book.

All EYFS support staff hold a paediatric first aid certificate.

**Head Injuries**
If a child receives an injury to their head a telephone call will be made to the parent or carer immediately giving the option to check their child or take them home to monitor.

**Medicines**
Medication will only be accepted in a container that has the prescription label and child’s name on it and the prescribed dose. Parents / carers complete a permission form in the office. With the exception of Piriton and asthma pumps all medication is stored in the school office.

Medication will be administered and recorded by an agreed member of staff.

Children who suffer asthma **must** have an emergency pump in school. They will be kept in a safe area in the class for accessibility at any time. Asthma pumps will be taken out if the child visits another area or goes on an outing.

Children that may require an **Epipen** must provide 2 that are then stored in the school office.

**Managing Behaviour**
The Early Years Foundation Stage Leader is responsible for behaviour management in the EYFS.

We aim to provide an environment where all children and adults have a mutual respect for the beliefs, attitudes and activities of other people. We positively welcome, share, learn about and celebrate the diversity of cultures within our school community and wider world.

Children enter the EYFS at different developmental stages; for many this is their first encounter of being part of a group, they may still be in the early stages of developing the skills of negotiation, cooperation, sharing and turn taking. We provide activities, experiences and support to help children develop these skills, recognising and rewarding achievements.

Inappropriate behaviours are considered in context with a child’s developmental stage and communication skills, with support and guidance being given rather than punishment.

A short period of ‘time out’ may be given to diffuse a situation but will always be followed with support and guidance encouraging the child to recognise their inappropriate actions or words and the effect that it has had on others; and try to agree a solution or alternative more appropriate action.

Persistent or serious inappropriate behaviour is referred to the Early Years Leader who may involve parents and carers or other outside agencies that may be able to offer support.
Safeguarding
All EYFS staff take their responsibility to promote the safeguarding and welfare of all children entrusted in their care seriously.

We have a duty to ensure that our children are not at risk from any abuse or harm. We will investigate any concern that we may have.

Our initial concerns will be discussed with a parent or carer unless it is not in the child’s interest to do so.
If any kind of abuse or neglect is suspected, concerns are reported to the EYFS leader who is a designated child protection person in school who may then seek advice and support from Children’s Services. Children’s safety and well-being are the first concern. (Safeguarding Policy)

Positive Relationships and Transition
At Henwick we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We feel that it is essential that children have a good induction to Nursery and Reception Classes. This is not only important for children but also for parents and carers. It is a big step for both child and parent/carer as it may be the first time parents/carers have separated from their child for a long period of time. For children it is a different and new world and a new experience away from a home setting. 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 future role, in educating the children.

We would like the experience to be positive for both parent/carer and child and feel very strongly that it is important for it to be done well. We therefore have the following procedures in place:

- An opportunity to talk to parents/carers about their child before their child starts in our school
- Parents complete an ‘All About Me’ booklet to give information about their child on their welcome day
- Children and their parents/carers have the opportunity to spend time with their teacher and assistants before starting school during ‘welcome days’
- Supporting children from home into nursery by staggering start dates and following a ‘settling-in’ programme that is unique for each child’s needs
- Supporting children through the transition from pre-school or home to Reception with the children attending part time during the first two weeks. This is also to support staff and parents in getting to know each other as well as the children
- Inviting all parents to an induction meeting at the beginning of the term that their child starts in the Nursery Class
- Inviting all parents to an induction meeting during the term before their child starts Reception and again during the first half term of the child’s Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics
- Encouraging parents to talk to the child’s teacher if there are any concerns on a daily basis. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child’s progress in private with the teacher. Parents receive a report on their child’s attainment and progress at the end of each school year
- By providing a quiet and confidential area where parents are able to discuss any concerns or to stay in while their child settles
• Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits, enterprise days
• Providing parents an opportunity to celebrate their child’s learning and development outside school by completing “wow” moments which inform planning and provision
• Written contact through termly newsletters
• Sending home ‘home learning’ tasks in Reception

**Transition to Year 1**

Children have the opportunity to meet their next teacher and visit their new class during their last term in the EYFS.

Assessment records and the characteristics of effective learning are passed on to their next class teacher to enable continuity in planning for next steps. Children will experience a transition period in Year 1 gradually experiencing more adult led activities as they show a readiness.

EYFS staff are available for the first few days in September to support children settling in to Year 1.

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<tr>
<th>Member of staff responsible:</th>
<th>Christine Godwin, EYFS Phase Leader</th>
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