



Springwell Park

Early Years Foundation Stage Policy

2023

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 Springwell Park, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy, we will provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Learning and Development

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

Curriculum planning

Provision and practice within the early years will be centred around the requirements of the DfE's 'Statutory framework for the early years foundation stage'.

At Springwell The early year's curriculum is taught across three year groups, Two Year, Nursery and Reception.

Practitioners working with the Two Year children will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas.

In our Nursery, the focus is on the prime areas of learning with a strong focus on Communication and Language.

In addition, planning ensures that there are many opportunities for children to retrieve and use skills that are already embedded or newly developing. Carefully planned, high quality challenges allow each child the opportunity to draw upon their prior learning and build on these skills.

The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'.

Prime areas – defined as the areas that are particularly important for building a curiosity and enthusiasm for learning, forming relationships, and thriving:

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

Specific areas – defined as the areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to support the child. Staff may also discuss a child's individual needs with the SENDCO.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

In organising and implementing a programme of learning, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

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

Teaching and Learning

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place. This looks quite different in the Nursery and Reception classes.

We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on, maths, literacy, phonics, and stories.

Children have whole group and small group times which increase as they progress through the EYFS with time for a daily phonics session using Read,Write,Inc, teaching aspects of mathematics and literacy including shared/guided reading and writing. Read, Write, Inc is used across the EYFS to teach phonics and support the teaching of reading.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

Play

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them.

Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world.

They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace.

Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.

We believe it is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play, which is controlled, and adult led activities is very important to us.

Early language

Speech, Language and Communication

We believe that early language and communication skills are crucial for children to thrive and succeed. We aim to provide a language rich environment in which there are opportunities for everyone to talk, listen, understand and take part. We use Well Comm in Nursery and the Nuffield Early Language Programme in Reception to support children's speech, language and communication and to enable us to develop a language rich environment

- In Nursery The emphasis is on children being encouraged to speak in a full sentence and to use new vocabulary that has been introduced.
- We use the Well Comm scheme to support those children who have been assessed as working below age related expectations in communication and language.
- In Reception we use the Nuffield Early Language Scheme to assess children's level of language and then plan activities in small groups to support language development. The focus is on receptive and expressive language.

Phonics/early reading

- We follow the Read, Write Inc Phonics program in Nursery and through the Reception year.
- All staff are trained in the delivery of Read, Write, Inc Phonics.
- To support their learning in phonics each child will receive a Read, Write, Inc Phonics book to share at home with their parents/cares. This corresponds with their current level of learning in phonics.
- Each child reads to an adult once a week and their books are changed. Where children are not meeting age related expectations in phonics and reading, additional targeted reading and one to one phonics interventions will take place. Small group interventions take place when children have missed a specific sound.
- There is an expectation that all children will read daily at home. Parents and careers are supported in this through reading and phonics workshops. Story times are held regularly and children visit the class library once a week.
- Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for whole class story at the end of the day but also that there are many opportunities to enjoy books at other times. Every child is given their

own book bag and has a designated day when they will have one-to-one time-sharing books with an adult.

Maths

In Maths the objective for those working in Early Years is to ensure that all children develop firm mathematical foundations in a way that is engaging and appropriate for their age. Our teaching for mastery approach begins in the Early Years.

- Nursery begins the mathematical fluency journey with the teaching of a number a week. Having a focused number, the children are encouraged to develop number sense.
- Our Two-Year children learn number rhymes and songs and develop their early counting skills through play based, practical activities.
- In Reception we follow the White Rose Scheme of Learning. The aim is to equip all children with a deep, secure and adaptable understanding of mathematical concepts. Lessons are planned and delivered on a daily basis.
- In Reception, the children also have a daily Rekenrek session to secure their number skills

Recording

Two-year room

- Individual Learning Journeys

Nursery

- Individual learning journals
- Whole class Floor book illustrating the journey of their learning

Reception

- Writing book
- Maths book
- Whole class Floor book illustrating the journey of their learning

Interventions

- In the school nursery we use well-comm as a speech and language intervention. This commences in Autumn every year. Pupils are identified and their progress is tracked.
- In Reception we use Neli as a speech and language intervention. This commences in Autumn every year and their progress is tracked.
- Children are assessed and grouped regularly by the Reading Leaders. The bottom 20% of children receive extra phonics intervention in the afternoon, delivered by the Class Teaching Assistant.
- In reception we also do targeted readers. Specific children are chosen based on academic ability of limited reading at home. These children read 1:1 with a reading volunteer and/or class teacher/TA.

Observations and Assessments

Observations

- All staff in the class are encouraged to contribute by making observations.
- Key moments in the children's achievements are collated in their Learning Journey. These ongoing observations are used to inform the EYFS profile/development matters bands.
- Class floor books are used to document learning across all areas of the EYFS curriculum.

We use the Development matters age bands to guide our assessment of the children's development, this allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

Assessments

At the end of the EYFS journey all children will have experienced a curriculum that provides exciting and enriching learning experiences and opportunities. Children will be able to make links with their learning and develop their skills as they practise and apply them. Children will be successful learners and will be fully prepared for the next stage of their education as they transition from the Foundation Stage to Year 1.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages.

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- Progress check at age two – a short written summary of children's development in the prime areas.
- Non-statutory Baseline Assessments are carried out in Nursery with the Nursery children and two year olds.
- This data is then analysed by the Early Year's Lead and used to implement specific planning and interventions.
- Ongoing assessment is reported at the end of each term and shared in a similar way to inform planning and interventions which small groups and individuals may need to enable them to meet age related expectations.
- Half termly phonics, Read, Write Inc assessments
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. The EYFS profile results are reported to the local authority, who monitor the judgements made.

Inclusion

We value all our children as individuals at Springwell Park, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning goals.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace

Enabling environments

We provide stimulating outdoor and indoor experiences which challenge children, respond to their interests and meet their needs.

The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Learning builds and extends upon prior learning and following children's interest.

Outdoor Learning

At Springwell Park we believe that Outdoor Learning has a positive impact on children's well-being and development. We provide opportunities for children in meaningful, engaging experiences that support their development in all areas of the curriculum. We believe that children need the support of attentive and engaged adults who are enthusiastic about the outdoors and understand the importance of outdoor learning. Children in nursery and reception have opportunities throughout the day to complete indoor and outdoor activities. The aim is to make outdoor and indoor learning work together.

Outdoor learning is enhanced by an environment that is richly resourced with play materials that can be adapted and used in different ways. The provision is reviewed regularly to reflect the changing levels of interest and enthusiasm of the children currently using the outdoor space. Children and staff are provided with good protection against different weather conditions.

Alongside accessing the Outdoor Area, children participate in other activities such as exploring parks and the local area and visiting shops on the local high street. The children also participate in Forest School throughout the EYFS which helps to develop their understanding of the world around them. Forest School also helps to develop the children's resilience, independence and confidence.

Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning folders.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The DSL is Sarah Coyle . The deputy DSLs are Gail MCCully and Sharon Murphy.

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSLs will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSLs will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Staff qualifications, training, support, and skills

The school will ensure that:

- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

Staff /Child ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met.

- For children aged two:
There will be one member of staff for every five children.
- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there will be one member of staff for every 13 children, and at least one other member of staff will hold an approved level 3 qualification
- For children in Reception classes:
- Class sizes will be limited to 30 children per school teacher.

Key person

Each child will be assigned a key person whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents.
- ensuring that the learning opportunities on offer meet the needs of each child.
- Supporting children's transitions within and beyond a setting

In Nursery and Reception this will be the teacher or the teaching assistant and in our two year room it will be the Senior practitioner. Parents are informed of who their child's key person is and receive information about their role.

Mobile phones and devices

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Parental involvement

At Springwell Park we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise that when parents and practitioners work together in early year's settings, the results have a positive impact on children's development and learning. We develop our partnerships with parents by;

- talking to parents about their child before their child starts in our school at a home visit and visits to the child's nursery setting.
- Planning special events around transition such as a Reception New Parents Meeting .
- providing the opportunity for the children to spend time with their teacher before starting school during transition sessions
- Supporting children through the transition from pre-school to Reception with the children having a staggered entry in the first week. This is also to support staff and parents in getting to know each other as well as the children.
- inviting all parents to a Parent's Evening during the first half term 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,

- providing parents an opportunity to celebrate their child's learning and development by completing parent questionnaires which inform planning and provision;
- Ensuring all parents know who is their child's Key person.
- Parent Workshops to enable parents to support their child's learning at home.
- Half termly Stay and Play sessions with a curriculum focus to develop parent's understanding of the Early Year's Curriculum
- The use of Class Dojo, the school website and Twitter pages.

Transition Starting School

The successful transition for children from Nursery to Reception is crucial in order to enable both children and parents to feel secure in the new environment, and for children to continue to develop and learn effectively.

At Springwell Park we implement a range of strategies and activities aimed at ensuring a smooth and happy transition.

- Parents are invited to attend 'taster' sessions with their child and the children visit their new class independently.
- Parents are invited to a 'New to Reception' meeting.
- In September, all children in Nursery and Reception are offered a home visit to gather information about the children and answer any questions that parents may have.
- There are Stay and Play sessions in the summer term to allow the children to get to know the staff and become familiar with the environment.
- Children have a staggered entry to allow them time to get to know staff and each other.

Moving to Year 1

We recognise that all children are unique and reach different stages of development at different times. Entry into Key Stage 1 is, therefore, an important transition.

There are a number of strategies to ensure that the move from Reception into Key Stage 1 is a smooth and happy one for the children.

The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning.

In the Summer term, we begin a programme of transition to support the children with their move to Year One.

- visits to the Year One classroom,
- walks to look at where they will enter school and opportunities to ask any questions about the next year.
- There is a Transition morning to give the children a taste of their new class and to enable them to become familiar with the Year 1 staff.
- Year 1 staff will come and led some story time sessions in Reception.
- There are enhanced transitions for those children who have additional needs or extra support.
- Reception children will start to have a morning break in the summer term

Health and Safety

At Springwell Park there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the

environment or provision that may require a further risk assessment. In the staff handbook, 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 2022, at Springwell Park we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.
- At Springwell Park a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day, or as soon as reasonably practicable " (EYFS Statutory Framework 2022)
- Fresh drinking water is available at all times
- 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. EYFS staff receive food hygiene training.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy).
- There are four members of staff with paediatric first aid training. Two members of staff have emergency first aid training with online Paediatric training.
- 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.
- Appropriate clothing, Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

At Springwell Park Primary 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 2022. 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.

Monitoring and review

This policy will be reviewed annually by the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

