



Claregate Primary School Early Years Foundation Stage Policy

Inspire Tomorrow Today...



Revised and amended September 2021.

Our Foundation Stage

At Claregate Primary school, we currently offer morning Nursery sessions (we will add afternoon sessions if demand grows) and we have two Reception classes. Nursery and Reception plan themes to meet the interests and needs of the children within our care, understanding that children develop and learn in different ways. If there is demand, we will reopen afternoon Nursery.

What the Foundation Stage Means to Claregate Primary School

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. Reference DfE: Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five Effective 1 September 2021

The Early Years Foundation Stage applies to children from birth to the end of the Reception year.

At Claregate Primary School, children join us part time in Nursery and full time in Reception after a parental meeting and transition sessions for the children.

The Early Years Foundation Stage is based upon four themes:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Claregate Primary School 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 and rewards, to encourage children to develop a positive attitude to learning.

Inclusion and Equality

We value the diversity of individuals within our school. All children at Claregate Primary School are treated fairly regardless of all 'protected characteristics'. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Early Years Pupil Premium (EYPP)

Children in receipt of EYPP receive extra support in their learning. Areas of need are identified, and children then work with an adult either one to one or in small groups. Support may also include work with the family through our Child and Family Worker (Mrs Fielding) or our Inclusion Lead (Miss Evans).

Welfare

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.

"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.". Reference: DFE Statutory framework for the early years foundation stage *Setting the standards for learning, development and care for children from birth to five Effective 1 September 2021*

At Claregate 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.

At Claregate Primary School we promote the welfare of children by:

1. Promoting good health (including good oral hygiene), preventing the spread of infection and taking appropriate action when children are ill.
2. Managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
3. Ensuring all adults who look after the children or who have unsupervised access to them are suitable to do so and hold the correct qualifications to fulfill statutory requirements
4. Ensuring that the premises, furniture and equipment is safe and suitable for purpose.
5. Ensuring that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
6. Maintaining records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
7. Managing the use of ICT so that the Early Years setting is a safe environment.
8. Following our Intimate Care Policy

Our Safeguarding Policy details the procedures taken where there is a safeguarding concern about a child (including FGM) and what would happen in the event of an allegation being made against a member of staff. All staff are required to read 'Keeping Children Safe in Education', and regular training is conducted on this for all members of staff working with children.

All members of staff are subjected to an enhanced criminal records check and barred list checks. Volunteers are also subject to the same checks if they are over 16 years old.

At least one member of the Early Years unit will hold a pediatric first aid certificate. Certificates are displayed for parental reference.

Medicines will be administered in line with the Claregate Primary School medicine policy. Parents will be notified of an injury that has occurred at school via a 'SIMS Parent' message and a phone call will be made to a listed next of kin if it is required.

Safe use of mobile phones and the use of photography.

Mobile Phones

The School allows staff to bring in personal mobile telephones and devices for their own use. The setting does not allow members of staff to contact parents using their personal devices — except for dire emergencies e.g. emergency contact with Parents/Carers required, but malfunction of all the setting phones due to power cuts.

Users bringing personal devices into the setting must ensure there is no inappropriate or illegal content on the device. All staff must ensure that their mobile telephones/devices are left inside their bag, and switched off throughout contact time with children. Mobile phone calls may only be taken during staff breaks or in a staff member's own time - and in a designated staff area. No mobile phones/devices may be used in the vicinity of Early Years children.

If staff have a personal emergency they are free to use the setting's phone or make a personal call from their mobile in a designated staff area of the setting, e.g. a staff room.

Staff (will need to) ensure that the School have up to date contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. (This is the responsibility of the individual staff member.) It is the responsibility of all members of staff to be vigilant and report any concerns to the EYFS Coordinator, Deputy Head or Head. Concerns will be taken seriously, logged and investigated appropriately.

The School reserves the right to check the image contents of a staff member's mobile phone should there be any cause for concern over the appropriate use of it.

Cameras

Photographs may be taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements. (This is an effective form of recording a child's progression in the Early Years Foundation Stage.) However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Parent/Carer permission is sought for display photographs/recordings if published.

Only the designated school cameras/IPADS may be used to take any photo within the setting or on outings. Images taken on these cameras must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress. All staff are responsible for the location of the cameras, which should be stored securely when not in use. Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week.

IPAD minis are to all contain a password and are to be kept secure and not shared with anyone other than EYFS staff, ICT Support and the Head Teacher. Photographs will **NOT** be taken in toilets, unless for photographs of hand washing for display and then two members of staff must be present.

Positive Relationships

At Claregate Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents/Carers as Partners

We recognise that Parents/Carers are children's first and most enduring educators and we value being partners with them in their child's education through:

1. Talking to Parents/Carers about their child before their child starts in our school.
2. Offering both Parents/Carers and children the opportunity to spend time in the Foundation Stage before starting school. We offer a welcome meeting before children start Reception (due to COVID restrictions this has comprised of a YouTube video for the cohort 2021-2021). A home visit is carried out in Nursery (this will be held in the Nursery setting for the 2021-2022 Nursery cohort).
3. Operating an open door policy for Parents/Carers with any queries. See us at the beginning or the end of the school day for a "chat". If anything required confidentiality or a more detailed discussion, please book an appointment via the school office.
4. Sharing regularly the children's 'Learning Journey' with Parents/Carers and valuing the ongoing contributions to this from Parents/Carers.
5. Offering three Parent(Carer)/Teacher consultation evenings per year (Covid restrictions may apply).
6. Sending a report on their child's attainment and progress at the end of their time in the Foundation Stage. However, if you have any queries about how your child is getting on just ask.
7. Developing a range of activities throughout the year that encourage collaboration between child, school and Parents/Carers.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments

At Claregate Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

Observation, Assessment and Planning

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning.

These observations then lead the direction of the planning. The staff use the children's interests to plan for themes for which the staff draw up medium term plans. In addition to this the children lead the short term activity planning

on a day to day basis. This fostering of the children's interests develops a high level of motivation for the children's learning.

We have created our own Early Years Foundation Stage Curriculum, based on the needs of our children at Claregate Primary School. We do this alongside the statutory framework for the Early Years (educational programmes), ensuring our children receive a full and balanced curriculum both in Nursery and Reception. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school (the end of Reception) the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area, which is used by the Nursery in a morning session and Reception over lunchtime. Both Nursery and Reception have access to the infant playground, where they are able to use large outdoor equipment to promote a healthy lifestyle and gross motor skills. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. The children take part in Forest School sessions during their time within our Early Years setting.

Forest school helps children develop many additional skills to those typically taught inside a classroom. It is very physical and encourages children to be active whilst providing opportunities for the development of fine and gross motor skills.

Children learn to assess, appreciate and take risks, making sensible, informed decisions about how to tackle the activities and experiences they encounter. The children learn to be self-sufficient and take care of themselves, which can lead to a boost in confidence and self-esteem. Through trial and error, children learn to deal with failure and develop the resilience to keep trying: a vital skill in the classroom as well as outside.

Children also benefit from the simple act of being outdoors. Research has shown that it improves mental and spiritual health, communication skills and social relationships, among other things. Connecting with nature helps children feel part of the world. Year 1 readiness is enhanced by providing calm and inquisitive learners.

Learning and Development

Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of

learning and development. Reference: DFE- Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five Effective 1 September 2021

There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and inter-connected. Three areas (the Prime Areas of Learning) are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

Literacy

Mathematics

Understanding the world

Expressive arts and design

We deliver learning for all areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

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 need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must 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. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1. Reference: DFE: Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five Effective 1 September 2021

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning 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

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Transition

Children who join Nursery in September receive a home visit (Nursery setting visit for 2021-2022 cohort) to enable children and Parents/Carers to meet Nursery staff prior to commencing in Nursery. All children and Parents/Carers are invited to visit the Nursery before starting Nursery. Parents are invited to complete a booklet about their child to enable staff to learn more about them and to plan around their interests. New Nursery children enter Nursery in small groups to aid transition. Our Child and Family Worker and Inclusion Leader are also involved with transition to Nursery.

During the summer term, children moving from Nursery into Reception may take part in a transition programme where they visit Reception for 'Stay and Play' sessions with their Parent/Carer (During September for 2021-2022 cohort Covid rules permitting). EYFS Staff also hold an evening meeting for Parents/Carers in the summer term to introduce themselves and to discuss key information regarding practical day to day organisation, curriculum and pastoral matters (You Tube video for 2021-2022 cohort). Parents/Carers have an opportunity to meet their child's new teacher and classroom and ask any questions that they may have. Reception staff will visit children in their current Nursery setting (if different to Claregate) (phone calls to settings for 2021-2022 cohort) to meet the children and discuss their current level of learning with their Nursery teacher.

Admissions

Admission to Reception takes place in September after a child has turned four. Children who are three may begin Nursery in September. During the year, children are able to start Nursery at the half term following their third birthday.

Kate Ross- EYFS Coordinator
September 2021