



Churchfields Primary School
Early Years Foundation Stage Policy 2019

“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.”

Statutory Framework for the early years foundation stage- April 2017

Admissions and Induction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Children may join our Nursery at any time during the year after their third birthday, (depending on places available).

Parents may apply to our school through Staffordshire County Council for a place within our Reception class. Children start in the Reception class in September, at the start of the academic year. There may be times when this is adjusted to meet a child’s individual needs.

The Foundation Stage comprises of one, 52 place Nursery class (26 places in the morning and 26 places in the afternoon session) and two, 30 place Reception class.

Nursery Staff

Mrs Beardsmore	EYFS Coordinator - Headteacher
Mrs Clowes	Nursery Teacher (0.5)
Mrs Reeve	Nursery teacher (0.5)
Mrs Roden	Nursery Nurse (0.6)
Mrs Richardson	Nursery Nurse (0.6)
Miss Goodwin	Apprentice LSA

Reception Staff

Miss Brown	Class Teacher
Mrs Nixon	Class Teacher
Miss Goodwin	LSA
Miss Dawson	LSA

Places are allocated for Nursery following the schools admission policy. Parents may request a morning or afternoon session and we will always try our best to meet their first choice, subject to availability.

Children attending our Nursery will have the opportunity to visit accompanied by a parent prior to starting. All parents will be given a Welcome Pack to our Nursery.

All children moving into our Reception class will have the opportunity to take part in various transition activities during the Summer term to help them settle quickly in September. This includes those children who attend other Nursery / Pre School settings.

Wraparound care

Churchfields Primary School are able to provide children with extra hours of care during the day.

- **Breakfast Club** – All nursery and Reception children may attend our school breakfast club before the school day begins – subject to availability.
- **30 Hours Provision** – All Nursery aged children are able to request additional hours to top up their universal funding. Places will be allocated on a first come first serve basis and will be subject to availability. £12.50 a day (£50 for the week).
- **30 Hour Government Funded Provision** – Parents will be supported to check whether they are eligible to receive additional funding. Places will be offered subject to availability and will be reviewed each term. Parents will be notified in advance if any changes are to occur to their child’s place. Any

child eligible for 30 hour funding will need to pay £2.50 a day for lunchtime supervision. The children are therefore, being given a total of 32 ½ hours of child care per week with this lunchtime support. The funding will only be available during term time and throughout the school week. Hours cannot be saved or stored up.

Learning and Development

Teaching in the EYFS is delivered in accordance with the Government's statutory document **The Statutory Framework for the Early years Foundation Stage** (April 2017). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through three main themes:

A Unique Child, Positive Relationships, Enabling Environments.

The curriculum has 3 prime areas of learning:

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

There are also 4 specific areas of learning:

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

These areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning.

For more information please follow the link to see the EYFS Framework:

https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

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;
- 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.

Environment

At Churchfields Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

The environment is organised in a way to allow a balance of:

- **Child Initiated Activities – children make choices from within the learning environment to meet his / her outcome for learning.**

- **Adult Initiated Activities – practitioners provide the resources to stimulate and consolidate learning.**
- **Adult Directed Activities – Children engage in planned activities to meet specific learning outcomes.**

The Foundation Stage is organised to allow children to explore and learn securely and safely.

The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The children enjoy an enclosed outdoor areas. This has a positive effect on the children’s development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

A Unique Child

At Churchfields 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

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Churchfields Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

SEN

In the EYFS 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.

At times it may be necessary for us to speak with other professionals about your child. We may liaise with Speech and Language Therapists, Health Visitors, Special Educational Needs Coordinator, Doctors etc. We will always inform you of any contact we have with outside agencies.

Pupil Premium

Children entitled to Pupil premium and Early Years Pupil Premium will be identified by staff and progress tracked separately to ensure all children are making good progress. We recognise the importance of ensuring all children are given opportunity to reach their full potential and that we have a responsibility to ‘narrow the gap’ in the achievement and attainment of potentially vulnerable children.

Safeguarding and Welfare

“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.”

Statutory Framework for the early years foundation stage- April 2017

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

- Promote the welfare 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 and that all staff and volunteers are subject to full vetting and safeguarding procedures.
- 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.
- Report any incidents to the school's Child protection officers.

All Churchfields Primary School are accountable for reporting a concern about a child. We use an online system called My Concern to log any incidents. My Concern helps to build up a chronology of any recurring events.

All staff within the EYFS setting have had Safeguarding training and training is updated regularly. The designated Lead for Safeguarding within school is Diane Beardsmore.

Please see Safeguarding Policy for more information.

Mobile Phones

Members of staff and students working in Foundation Stage will be asked to store mobile phones away during session time. Under no circumstances should mobile phones be used during session time and mobile phones will NEVER be used to take photos of any children within our Foundation Stage. **See also Handheld Device and Mobile Phone Policy**

Photographs / Videos

At the beginning of the year parents / carers are asked to give permission for their child to be photographed / videoed during their time at school. We use these images in the classroom on displays, in the children's individual Learning Journey books, and on the school website. Parents are able to opt out of having their child's photo taken.

Medical Needs

Any illnesses or allergies will be logged on scholarpack. A care plan will be drawn up with the support of the school's Assistant SENDCO if deemed necessary. Any medication, i.e. inhalers, epi pens etc, will be stored in the first aid cupboard. Staff will complete any relevant training in administering emergency medications. Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. Written records must be kept each time a medicine is administered to a child and parents must be informed as soon as reasonably practicable.

Please see Administration of Medicines Policy for more information.

First Aid

All members of staff are Paediatric first aid trained. All injuries are recorded and logged. All injuries are reported to parents. Any serious injuries are reported to Diane Beardsmore (Head Teacher). Any injuries to

the head, which have left a considerably mark or lump will be reported to parents straight away and children may be sent home. A text message will be sent to parents to inform of any minor injury.

Toileting / Changing

There are occasions where a child may need changing due to toileting accidents or through becoming soiled from messy play. Children will be taken care of sensitively and discreetly by a qualified member of staff.

Relationships

At Churchfields Primary School we recognise that children learn to be strong independent learners 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 the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend several sessions in the class during the half term before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- encouraging parents to talk to the child's teacher if there are any concerns.
- There is a formal meeting for parents in the Autumn and Spring term at which the teacher and the parent discuss the child's progress.
- Parents receive a report on their child's attainment and progress at the end of each year in the Foundation Stage;
- We hold open days where parents are invited to join in sessions, e.g. festive fun
- Asking parents to help with any homework that is sent home each week, e.g. reading, spellings, phonics etc.

Observation, Assessment and Planning

The Planning within the EYFS is based around half termly themes. These plans are used by the EYFS teachers as a guide for weekly planning; however, the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

Children entering the Reception and nursery class will be baselined. This information will be shared with parents at the first formal Parent's evening.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of ways and are used to inform the EYFSP profile/ characteristics of learning and early learning goals.

All assessment data will be available for sharing with parents upon request.

Monitoring and review

It is the responsibility of the Foundation teachers to follow the principles stated in this policy.

The Head teacher and key stage co-ordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule. All quotations included in this document are taken from the Early Years Foundation Stage guidance.