

**Holbrook Primary**



## **Early Years Foundation Stage (EYFS) Policy**

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**At Holbrook primary we follow The Statutory framework for the Early Years Foundation Stage  
September 2015**

- The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Holbrook Primary School, children join the Nursery class in the year they turn four and Reception class in the year that 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 children “Every child deserves the best possible start in life and the support that enables them to fulfil their potential.” We aim to support children in their learning “to ensure children’s “school readiness” and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life” (Statutory Framework for the EYFS 2014)

The Four guiding principles that shape practice in Holbrook EYFS setting 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; and
- **Children develop and learn in different ways and at different rates.** The education and care of all children in early years provision, including children with special educational needs and disabilities.

### 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Holbrook Primary School. 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 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 Inclusion manager is called upon for further information and advice. Appropriate steps are taken in accordance with the whole school Inclusion policy for SEN.

We meet the needs of all our children through:

- planning opportunities in SEN action plans 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
- 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.

## **Welfare**

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits. 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)

“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 Framework 2014

At Holbrook Primary we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. At Holbrook we:

- 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.

## **Positive Relationships**

At Holbrook Primary 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 the role that parents play 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 time with their teacher and parent before starting school during transfer sessions;
- Support children through the transition from pre-school/Nursery 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 during the term before their child starts school 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. There are formal meeting for parents minimum of 3 times a year at which the teacher and the parent discuss the child's progress in private consultation. Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging activities throughout the year that encourage collaboration between child, school and parents: Rhyme time sessions, celebration assemblies, school visits, learning together days;
- Providing parents an opportunity to celebrate their child's learning and development by bringing in moments from home such as photos or work which inform planning and provision;
- Written contact through home school diary or school blog as well as the acknowledgement that parents can ring school to contact key workers.
- Ensuring all parents know who their child's Key Person is in Nursery or Reception(class teacher)
- By providing a quiet and confidential area where parents are able to discuss any concerns.
- Providing workshops/adult education classes for parents through school linked to Communication and Language, Literacy, Maths and healthy living.
- School ready skills time every morning in reception where children practise a basic skill with their parent as school starts e.g. name writing, number formation
- Providing an opportunity for parents to meet staff and see learning journals in a weekly open afternoon session every Thursday in Reception.
- Providing an opportunity for parents to meet staff and see learning journals in a weekly open session in Leap into Books

### **Enabling Environments**

The strategy for enabling the environment is to put Communication and language at the heart of planning and provision

Our Goal:

Provide an appropriate language rich environment and provision opening learning in Literacy and Understanding the world

The environment ensures that

- Children are engaged in high quality talk in both the inside and outside classrooms.

- Provision will have excellent opportunities to consolidate and extend their learning through talk.
- Adults when engaged with children are modelling good language and higher order thinking skills.
- It is a language rich enhanced environment throughout EYFS by ensuring:
  - Provocation for talk(wow moments)
  - Prompts (word, picture and symbol)
  - Open ended challenges that promote conversation and discussion
- The indoor and outdoor environment is set up in discrete areas of learning with planned continuous provision.
- Planning is informed by observations of the children to ensure we follow their current interests and experiences.

## **Learning and Development**

Teachers and Teaching assistants provide the curriculum in Nursery in class size up to 26.

Teachers and teaching assistants provide the curriculum in the reception classes of up to a class size of 30 children.

There are seven areas of learning and development of which 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

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed on entry (baseline) these will inform next steps to ensure progress towards age related outcomes. If a child’s progress in any prime area or Literacy and Maths gives cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child. This may also include a discussion with the SENCO in order to access Special Educational Needs support. (Refer to SEND policy)

At Holbrook Primary:

Each area of learning and development must be 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, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the

balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

(Statutory Framework for EYFS 2014)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Holbrook Primary we support children in using 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 2014)

Religious Education is also taught.

### **Assessment**

At Holbrook Primary there is a clear system to ensure children are assessed from their starting points to school both at entry in Nursery and Reception. This is then closely monitored throughout the year and reported to SLT and Governors. The information gathered is used to inform planning to ensure children are challenged sufficiently.

- Staff use the Non statutory Early Years Outcomes guidance and the EYFS Profile Early Learning Goals to monitor attainment and progress of individuals and vulnerable groups throughout the year.
- There are 4 designated assessment points, teachers are required at these points to report attainment and progress to SLT and Governors.
- Baseline assessment begins the minute a child starts school, the prime areas are base lined first for each child new to school (Nursery and Reception), then the specific areas. A range of techniques are used including pupil discussions and observations in the environment
- In addition a language and understanding assessment (Speechlink in Reception and Wellcomm in Nursery), a phonics check and number recognition are also used. *NB if a child has attended Holbrook Nursery the end of year nursery data is used as their baseline, however evidence is collected to ascertain and close gaps from the holiday period to ensure rapid progress.*
- Progress of individuals, vulnerable groups are closely monitored at each assessment point to ensure progress. Where children are not identified to be making good or better progress, Year leaders and teachers complete a RAPP(Raising attainment pupil plan) to identify next steps for those children including SEN referrals.

- Mid assessment review involves a case study approach where children are identified 1 from each class, gaps and progress are monitored throughout the year across the foundation stage. This ensures clear expectations of standards and continuity of assessment. Where gaps are identified planning and learning is adjusted accordingly.
- 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 includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- 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.

### **DFE Baseline Assessment**

In addition this year Holbrook Primary have chosen to partake in the recommended baseline procedure to measure attainment and progress from starting points in Nursery and Reception.

The baseline provider chosen is Early Excellence; this provider compliments procedures already in place and will help identify gaps and next steps in learning.

Further details on this baseline can be found on the provider's website, parents have been made aware of this during the Induction meeting in the summer term.

<http://earlyexcellence.com/eexba/>

### **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 Holbrook Primary, 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 addition to this, 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 2014, at Holbrook Primary we undertake;

- At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and accompany children on outings.

- Correct staffing ratios and when possible allocate an additional adult:  
For children aged three and over in Holbrook Nursery:
  - there is at least one member of staff for every 13 children
  - at least one member of staff is a school teacher as defined by section 122 of the Education Act;
  - At least one other member of staff holds a full and relevant level 3 qualification.
 For Reception classes
  - 30 pupils per school teacher while an ordinary teaching session is conducted.
- A whole school policy, and procedures, for administering medicines, which include systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date.
- Training for staff where the administration of medicine requires medical or technical knowledge.
- 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 (prescription only) 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.
- 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.
- Children are provided with meals, snacks and drinks that are healthy, balanced and nutritious.
- Before a child is admitted school will obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements.
- Fresh drinking water is available and accessible at all times.
- There is an area which is adequately equipped to provide healthy, snacks and drinks for children as necessary. School dinners are served in the dining room.
- A first aid box is accessible at all times and a record of pre-existing injuries, accidents and injuries is kept.
- Parents and/or carers are informed of accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.(refer to whole school first aid policy)
- The Headteacher is the named behaviour manager for the whole school with the Nursery and reception leaders as the lead behaviour managers for the Early Years. (refer to Inclusions policy, behaviour policy, physical restraint policy)
- Policies include:
  - 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
  - A safeguarding policy
  - Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). 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.

## **Transition**

### **From pre school/feeder settings/ home environment to School Nursery**

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

- Parents are invited to a meeting to ensure they know about school procedures to meet the nursery staff and to share any concerns they may want to express.
- The parents are then invited to a one to one meeting with their key worker to fill in the relevant paper work and to have one to one sessions to share information and concerns about their child.
- The children are invited to a stay and play session with their parents towards the end of the summer term.
- Members of staff from Holbrook Primary will make visits to feeder settings when necessary where parents are able to make the one to one meetings.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.
- At the beginning of the autumn term parents are invited to stay with their children for the first week. As the children seem to settle they are then left. The sessions build up from one hour initially in smaller groups to the 3 hours whole class to enable the children to feel safe and secure. This is reviewed for individual children and adapted to meet their needs.

#### **From School Nursery/ Pre-school / Feeder settings to Reception**

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

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- The parents of children new to Holbrook or have not attended the school Nursery are then invited to a one to one meeting with their teacher and support staff to complete the relevant paper work and to have one to one sessions to share information and concerns about their child.
- During the summer term parents are encouraged to complete an "all about me" booklet and fill a treasure bag. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to a visit to their reception class. One is for children from Holbrook Nursery, the other is for children who did not attend Holbrook Nursery. Parents are encouraged to come as well.
- Members of staff from Holbrook Primary will make visits to feeder settings when necessary. 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 at Holbrook School Nursery will have visits with their key workers into the classrooms where they get an opportunity to engage with the current reception children.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process. The EYFS Learning mentor will oversee this along with The AHT.

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

Reception prepare children to ensure they are Year 1 ready throughout the year:

In class:

- Ensuring high quality teaching and learning to enable good progress towards ARE
- High expectations of behaviour for learning during group time through the development of listening skills
- Assertive discipline followed

Transition activities including:

- Having lunchtimes with KS1 in autumn term
- Attending KS 1 assembly from January,
- When appropriate children working in Year 1 phonics groups.

In the summer term at several points Year 1 staff will come to Reception and work with the Reception teachers and their class to get to know their new children and their needs during class time. The children will attend transition day in their new classrooms.

When appropriate the EYFS curriculum will continue to be followed in Year 1 until the majority of children are working at ELG ready for Year 1 expectations. (see transitions policy)

September 2015

## **Appendix 1**



### **The way we ...** **Provide learning in Reception**



**This document provides a summary of assessment, planning procedures and recording of learning for children in Reception.**

#### **Assessment**

Children are baselined for all 17 areas of learning over the first 3 weeks from date of entry. Those children who come from Holbrook nursery, baseline data is taken from end of year assessments from end of previous academic year.

All staff including TAs and teachers collect evidence from:

- Observations
- writing samples
- language samples
- discussions with staff, parents and children

These are used to complete assessment. Development matters is completed by teaching staff and a judgement made.

A gap analysis is conducted looking the strengths and weaknesses of the cohort. An environment map is drawn up to ensure that the environment and provision put in place directly reflects the weaknesses and strengths identified. Where there are areas of particular strength planned opportunities for explicit and implicit challenge are put in place.

Summative assessment is carried out at the end of November, March/april June and July using evidence from learning journals and discussions with staff, parents and children. A gap analysis carried out, the environment plan is updated. (Interim assessments are carried out to identify gaps in progress and provision.)

An EYFS profile for each child is completed in the final term of the year in accordance with statutory regulations as set out by the DFE.

<http://www.education.gov.uk/schools/teachingandlearning/assessment/eyfs/g00200086/2014-assessment-and-reporting-arrangements-eyfs>

#### **Addition assessments**

RWI assessments are carried out to test a child's phonological awareness see Literacy policy, Speech and Language assessments are carried out to identify gaps in children's language development. A gap analysis is carried out and addressed in quality talk sessions and small intervention groups.

#### **Learning Journals**

Learning Journals record a child's learning journey through reception, they include observations, photos, online video and children's work on paper linked and cross referenced to the 17 areas, the age bands and characteristics of learning.

At Holbrook we use 2simple to record observations and learning. Each observation is recorded and linked to an area of learning and the appropriate age band.

The journal is updated weekly, for each child and their parents/carers to access and comment on whenever they wish.

## **Planning**

The following planning formats are used to ensure high quality provision

- MTP skills progression completed in advance every half term
- Weekly plans for Literacy, maths, Read write Inc and quality talk
- Continuous provision plans include an environment map, adult led objective and child initiated objective.

Planning takes into account strengths and weakness and differentiated appropriately.

For a full explanation behind the ethos and requirements of EYFS please refer to the Holbrook EYFS Policy February 2014

Appendix 2

Next Steps and RAPPS explained

