

# OLSPN Early Years Foundation Stage Policy June 2017

## Aims

- Provide a happy, safe, stimulating and challenging programme of learning and development
- Provide a broad, balanced, relevant and creative curriculum to prepare, consolidate and enable children at different starting points to achieve and become independent, confident learners
- Use and value the interests and talents of each child; helping them to make progress
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children
- Provide a caring and inclusive learning environment which is sensitive to the needs of each individual child including those with additional needs
- To set realistic and challenging expectations keyed to the needs of each child so that most can achieve the Early Learning Goals by the end of the phase

## The Curriculum

The Nursery and Reception classes follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available to download : [https://www.gov.uk/government/uploads/attachment\\_data/file/299391/DFE-00337-2014.pdf](https://www.gov.uk/government/uploads/attachment_data/file/299391/DFE-00337-2014.pdf) This clearly defines what we teach.

The EYFS Framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for providing secure foundations for learning, making relationships and enabling children to thrive. These are the Prime Areas.

The Prime Areas are:

- **Communication and Language**- Listening and Attention, Understanding and Speaking
- **Physical Development**- Moving and Handling/ Self Care

- **Personal, Social and Emotional Development-** Making Relationships, Managing Feelings and \Behaviour and Self-Confidence and Self Awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in school and the wider community. The specific areas are:

- **Literacy-** Reading and Writing
- **Mathematics-** Number and Shape, Space and Measure
- **Understanding the World-** People and Communities, The World and Technology
- **Expressive Arts and Design-** Exploring and using Media and Materials and Being Imaginative

### Characteristics of Effective Learning

- **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 their achievements
- **Creating and Thinking Critically-** children have and develop their own ideas, make links between ideas, and develop strategies for doing things

### Teaching Strategies

We ensure that there is a mixture of adult led and child initiated activities throughout the day. Interactions are very important for guiding new learning and this can take place via whole class sessions, small group work, adult/child one to one or the children’s interactions with their peers.

Adult led or directed sessions are of short duration to begin with. The children experience more of these when they are ready, especially in the Summer Term as they prepare for their transition into year one.

The day is given structure with a time table. This enables children to become accustomed to the school rhythms and routines. The Nursery timetable looks quite different to the Reception one and includes more free-flow with lots of opportunities for extended play. Reception also allows for opportunities to learn through play both indoors and out but integrates more time for formal learning. As

always, the adults are led by and sensitive to the children's readiness for direct teaching.

All EYFS children will have adult led sessions in phonics, number work, story and music. Reception classes will also have P.E. (P.E. begins formally after the October half term and is taught by Mark Hyland and his team)

Play is of great importance in the EYFS. It gives the children opportunities to practise skills, develop language, socialise, negotiate, communicate, discuss, investigate, adapt and ask questions. They can pursue their own interests, be active, experience the seasons and the world around them.

We use children's interests as starting points and provide rich and stimulating activities to inspire them. Children can be creative, imaginative and develop a positive attitude to their learning and others securely and safely.

## **Planning**

The EYFS team meet weekly and plan together. We discuss the needs of the children and adjust provision accordingly. We discuss next steps in the children's learning informally on a daily basis. These discussions inform planning for the next day as well as the week ahead.

We follow the Letters and Sounds phonics programme and use many supporting programmes to teach this vital skill, essential for helping our children become confident and independent readers. Children follow each phase and are given decodable reading books as well as an e book for their own web page. These are specifically selected to match the child's learning so far. We want to provide as many opportunities as we can to help them to practise their blending and segmenting skills.

See below for more detailed information on each phase. We try to plan for phases One/Two in nursery and Two/Three/Four and Five if appropriate in Reception Class.

After Christmas, teachers plan for 'Phonics Turnaround'. Children who are moving quickly through the phases can make more rapid progress by taking part in sessions that challenge them. Children that need to consolidate learning can do so at their own pace within the phase they are working within. The whole of EYFS and KS1 plan and deliver these sessions at the same time each day.

Letters and Sounds - GOV.UK

We use the Hamilton Trust and Abacus to help us create topic based learning. Topics are always flexible in order to follow children's interests as well as whole school initiatives such as Book Week. We also plan trips to enhance learning such as visits to the local fire station or Horton Kirby.

Topics and themes can be viewed on the class web page. An overview of the years topics can also be seen on the website under the curriculum section.

Parents can contribute to the children's portfolios by informing us of their child's achievements via the WOW cards provided or by sharing learning accomplished at home by writing in the reading records or the Home/School book. Our September home visits for Nursery and Reception children also help us to plan appropriately for the children in our setting.

### **Please see separate policy for EYFS Assessment**

### **Role of staff and key worker**

The class teacher is the named key person for each child in their class. All staff have a duty to make sure each child is safe and looked after. They actively seek to form positive, respectful relationships with the children in their care. The formation of healthy, polite and kind relationships between adults and children is essential in enabling children's wellbeing now and their future successes.

### **Partnership with parents and carers**

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting.

Parents are offered a parents evening meeting once a term. As well as our Nursery and Reception visit days, we offer appointments which can be arranged with the office, opportunities to chat informally at the start and end of the school days and we run parent workshops on many different topics from phonics and reading to helping your child with early number work.

We encourage our parents to join the PTA and take an active role in what happens at our school.

## Visits and visitors

Visits and visitors play a big role in enhancing the children's experiences at our school. We go on at least one trip per term as well as take part in Daily Mile. Local trips have a more flexible adult/child ratio.

We actively seek parental involvement in our trips out and aim for one adult per two children for Nursery and one adult per five children for Reception. For safety reasons we say no to younger siblings coming along on school trips. In the past we have gone on trips to The Science Museum, The Horniman Museum and Horton Kirby Environmental Centre.

Visitors also enhance a topic and we like to have experts, authors, the medical profession, police and scientists visit us! We often ask parents if they able (and brave enough!) to share knowledge or skills, be it cooking, bathing babies, painting mehndi patterns on hands or playing a musical instrument.

## 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 EYFS 2014)*

At OLSPN RC Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence:
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs:
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so and have been appropriately screened;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;

- Maintain records, policies and procedures required for the safe, efficient management of the setting and to manage the needs of the children.

**Keeping Safe-** It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and help them to understand why these rules exist. We provide children with choices to help them develop this important life skill. We encourage children to take appropriate risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See OLSPN RC Primary School's Safeguarding Children Policy.)

It is important that staff are aware that they must not use their mobile devices in the setting or take photographs or film. Members of staff can, however, use school ipads to film or take photographs as evidence to support the regular observational assessment cycle in the EYFS. These are to be used in children's portfolios, displays and on the school website. All parents are asked to declare if they are willing to give their permission for their child's image to be used on the website via their initial starter packs.

Adults and children will practice fire drills and emergency evacuation at least every term. They will follow procedures for the safe evacuation of the building. Please see the school's Lock Down Policy and Visitors Policy for more information on how we keep all children safe.

We are a healthy school and the children receive free fruit and milk daily. We encourage children to have these during snack time as this prevents the dental decay that might occur if children are allowed to 'graze' any time of the school day.

All Reception children are entitled to a free school lunch. They may wish to bring their own packed lunch and we ask that this does not contain sugary snacks, chocolate or fizzy/sugary drinks We have a nut free policy for all food provided in school and ask that, for the protection of children with allergy or food intolerance, no party bags or sweets are handed out on a child's birthday. All cooking in school will also adhere to these specifications.

### **Intimate Care**

'Intimate' care is any care which involves washing, touching or carrying out an invasive procedure that most children can carry out for themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform the school nurse of all children needing intimate care. Adults should always ensure that at least two practitioners and the key person are aware when a child requires intimate care and every effort is made to ensure this is carried out in line with safeguarding policies and the privacy and dignity of the child sensitively dealt within an appropriate space/room. Parents are asked to provide a change of clothes for their child if the child requires frequent changing so the child is wearing familiar clothing.

### **Medical Needs**

ALL FIRST AID STAFF MUST HAVE THE RELEVANT, UP TO DATE PAEDIATRIC FIRST AID QUALIFICATIONS. [http://www.foundationyears.org.uk/files/2017/03/EYFS-2017\\_One-page-guide-for-providers\\_FINAL.pdf](http://www.foundationyears.org.uk/files/2017/03/EYFS-2017_One-page-guide-for-providers_FINAL.pdf)

In the event of a child becoming ill, the school will ring either the child's parents or the numbers given for emergency. They will attend to the child and consult any care plan in place if appropriate. Medicines can only be administered with the written permission of the parent/carer. Children using asthma pumps must have one on the school premises at all times clearly labelled with name and dosage.

Children with more specific and detailed needs must have a current up to date and detailed care plan to inform all staff about their particular needs. This must include that child's specific needs and what staff need to do to keep them safe and healthy. Any particular first aid requirements must be explicitly stated in the care plan. If needed, for example, if a child has diabetes; staff may be required to do specific training with a health care provider or the school nurse.

### **Late Collection**

If no one comes to collect a child at the end of a school day, parents or emergency numbers will be rung and messages left if contact cannot be made. At 3.30pm the child will be placed in the care of after school club. Parents are asked to provide emergency phone and contact details in case we may need to speak to someone

about their child urgently and they are unavailable for any reason. Parents are asked to keep contact numbers up to date yearly.

We ask that all parents and carers ring the school if their child cannot attend that day for whatever reason. The school will contact parents if, for any reason, a child has any unauthorised absence.

### **Monitoring and Review**

It is the responsibility of those working in the Nursery and Reception classes to follow the principles stated in this policy. The Head Teacher and EYFS Leader will carry out monitoring on the EYFS as part of whole school monitoring. The Curriculum Committee of the Governing Body will also be involved in this process. This policy will be reviewed in June 2018.

**In the event of a complaint, refer to the school's Complaints Policy**

**M A Barlow July 2017**