



**Joseph Turner Primary School**

# EYFS Policy

Reviewed by Governors – July 2024

Curriculum and Standards Committee

To be reviewed every 3 years unless changes are made before this time.

To be reviewed July 2027

Governor print \_\_\_\_\_

Governor signed \_\_\_\_\_

Date \_\_\_\_\_

## **What does EYFS mean?**

EYFS is the acronym for Early Years Foundation Stage which is the framework that all childcare settings are required to follow. Following a review, a new EYFS Framework became statutory on 1st September 2021. The EYFS is the statutory framework for a child's development from birth and until the end of Reception class, when the child is 5 years old. It is law that all children must attend school regularly from the beginning of the term after their fifth birthday.

## **Rationale**

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. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

## **What is the EYFS?**

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and 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.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- partnership working between practitioners and with parents and/or carers; and
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS is based upon four principles:

**A Unique Child** – Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

**Positive Relationships** – Children learn to be strong and independent through positive relationships.

**Enabling Environments** – Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

**Learning and Development** – Children develop and learn in different ways and at different rates which must inform everyday classroom practice.

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

### **Inclusion/Special Educational Needs and Disability (SEND)**

All children and their families are valued at Joseph Turner 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 referred to the SENCo for further information and advice. Appropriate steps are taken in accordance with the school's SEND Policy.

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 and are free from discrimination and stereotyping;
- monitoring children's progress and taking action to provide support as necessary.

### **Positive Relationships**

At Joseph Turner Primary, we recognise that children learn to be 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 have played, and their future role, in educating the children. We do this through:

- arranging Key Person meetings with parents before a child starts in our school;
- organising play and stay sessions or tours for all children before they start at our school;
- supporting children through the transition from home/previous setting to Nursery or Nursery/previous setting to Reception with a staggered intake over a maximum of 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 to detail how we aim to work with their child;
- utilising a range of strategies which effectively engage and support parents including: key person meetings, home learning activities, Masterclasses, activity days, celebration assemblies, story time sessions, graduation ceremony;

- providing parents with several opportunities to celebrate their child's learning and development by completing 'I can... leaves' drop-in sessions and providing a display area in Nursery and Reception where parents can share home achievements which can inform planning and provision;
- sharing children's Learning Journeys with parents on a regular basis;
- providing parents with opportunities to meet with their child's class teacher or key person three times during the academic year (in addition to the initial key person meeting) - during these meetings parents get chance to view their child's Learning Journey folder and discuss their child's well-being, achievements and progress; and
- completing Parent Meeting Sheets with parents which give them information about their child's progress, next steps and how parents can support at home – three per year plus a more detailed end of Reception report.

### **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident, safe, secure and challenged. The children have daily access to the indoor and outdoor learning environment. Effective teaching and learning is informed by practitioners' knowledge of children's levels of achievement, interests and experiences. Some significant observations are recorded in the children's Learning Journey folders. However, these observations will not entail staff having prolonged breaks from interaction with children, nor require excessive paperwork. Play based learning is paramount and children have opportunities for child-initiated and adult-led experiences. During child initiated activity time, staff will act as play partners, joining in with children's self-chosen play, enhancing play through additional resources, equipment, vocabulary and extending play as needed to further individual learning.

### **Learning and Development** *to be read in conjunction with the school's Teaching and Learning Policy*

At Joseph Turner Primary School, EYFS Nursery and Reception plan for the seven areas of learning, which are organised into Prime Areas and Specific Areas:

#### **Prime Areas**

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

#### **Specific Areas**

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

***Personal, Social and Emotional Development*** involves helping children to develop a positive sense of themselves, and others; to form warm and supportive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. Children will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

**Communication and Language Development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement.

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their life-long love of reading.

**Mathematics** involves providing children with opportunities to develop a strong grounding in number and improve their skills in counting, understanding and using numbers, subitising, recalling number bonds; and describing their understanding of shapes, spaces, and measures.

**Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, and the environment.

**Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

At Joseph Turner Primary, each area of learning and development is implemented through planned, purposeful play and through a good balance of child-initiated activities and well planned adult-led activities pupils are able to make choices and this helps them to develop independence, make decisions about their own learning, interact with others and explore within an environment where they are encouraged to take risks and investigate the world around them. 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. Ongoing judgement is made by practitioners about the balance between activities led by children, and activities led or guided by adults. Family groups provide a secure base where children feel happy to share their ideas, thoughts and feelings with their key person, their talk partners and/or family group members.

The EYFS Curriculum encourages teachers to plan fun, creative activities which will engage and motivate pupils. Teachers use role play, real-life resources, stories, visual literacy, experiences, the learning environment and visitors as starting points for learning and respond to pupils' interests and next steps in learning as the learning journey develops.

Through careful assessments and observations, including information provided by parents, children's development within each area of learning are assessed. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. When children start in Nursery, the main emphasis will be on developing the Prime areas of learning. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three Prime areas. However, if a child's progress in any Prime area 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.

As children grow older, and as their development allows, it is expected that the balance of child and adult led activities will gradually shift towards more activities led by adults, to help children prepare for more formal learning, and develop 'school readiness'.

In line with the EYFS Characteristics of Effective Teaching and Learning all EYFS practitioners must consider how they will enable children to explore and investigate, find out for themselves, actively engage in experiences, create using their own ideas and think critically.

**The 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; and

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

Within the EYFS at Joseph Turner Primary, a wide range of enrichment activities develop SMSC and supports pupils' understanding of themselves, their families and friends and the wider world beyond their immediate experiences including different cultures and British values, learning about respect, understanding and tolerance. Religious Education is also taught in the Reception classes in accordance with Sandwell SACRE.

**Approach to the Teaching of Phonics**

At Joseph Turner Primary School, children to start learning phonic knowledge and skills in the EYFS using a systematic, synthetic programme (Read Write Inc) with the expectation that they will make good progress in order to become fluent readers having secured word recognition skills by the end of KS1.

All 'Reading Teachers' are trained to deliver the RWI programme and teaching is monitored by the RWI Leader through learning walks and feedback to ensure the quality of teaching will enable pupils to make good progress.

Teachers track children's progress, assess for further learning and identify emerging difficulties, so that timely, appropriate support can be provided to ensure pupils make good progress.

Reading teachers receive effective training, modelling sessions and support and the school also buys into the RWI Development Days to ensure the provision for teaching phonics is consistent. Further information can be found in our Policy for Teaching Phonics.

**Assessment**

All classes in the EYFS follow the 'observe, assess and plan' cycle: daily, weekly and half termly. Every child has an individual learning journey file which includes observations and information from both staff and parents that record the child's journey and progress through the EYFS.

**Learning Journeys contain:**

- Characteristics of Effective Teaching and Learning overview sheets
- Long Observations
- Short Observations
- Photographs and sticky label observations (incidentals)
- Parent and child contributions

- Work evidence

They form an essential evidence base for planning children's next steps and sharing learning with the children and their families. Parents are invited to regular meetings throughout the school year to discuss their child's progress and receive a target sheet indicating each child's next steps in learning and how parents can help at home. Parents of children in Reception receive a longer report at the end of the year and parents of children in Nursery due to go to Reception in September also receive a longer report at the end of the year. At the end of Reception, parents also receive a report outlining their child's EYFS Profile scores.

### **Transition Procedures**

At Joseph Turner Primary, we aim to make the transition into school as smooth as possible for both children and parents. We recognise that there are also other important transitional periods within the EYFS, for example from Nursery to Reception and Reception to Year 1. Please refer to the Transition Policy which outlines the procedures and practices in place to support these transitions.

### **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 and learning environment to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

### **Staff Qualifications**

The school follows the advice and guidance regarding qualifications of staff as stated on the Early Years Qualifications List (Department for Education).

Reference is made to <http://www.education.gov.uk/eypqd>

In summary, for qualifications started before September 2014:

Practitioners who completed or registered for a qualification before 1 September 2014 must hold a qualification that meets the full and relevant criteria to be counted in the specified ratios at levels 2 and 3.

Qualifications started after September 2014:

Practitioners who registered for a qualification from 1 September 2014 must hold a qualification that meets the early years educator criteria to be considered full and relevant and to be counted in the level 3 ratios. A qualification that has 'early years educator' in its title or offers an 'early years educator' pathway is considered full and relevant.

### **Safeguarding Procedures**

Safeguarding of all pupils and staff is a priority and all staff understand their responsibility in ensuring that pupils feel safe and are kept safe. Staff undertake safeguarding training annually and information, updates and training is delivered throughout the year during PDMs and inset days as required. A self-review and audit of policy and procedures are completed annually and presented to the governing body.

### **Health and Safety**

At Joseph Turner Primary, teachers must ensure when planning activities, they assess the risks involved. The school uses the EVOLVE Educational Visits Approval System which ensures the relevant paperwork has been completed, including full risk assessments and procedures for keeping children safe during outings. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment booklet) and in the safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessments must be read in conjunction with other relevant whole school policies and risk assessments.

In line with the EYFS statutory framework 2021, at Joseph Turner Primary we have;

- A whole school policy for pupils with medical needs ensuring that there are systems and procedures in place for obtaining information about a child's needs for medication and for administering medication.

NB: Medicines will not be administered unless they have been prescribed by a doctor or dentist. Training is provided for staff as appropriate. Prescribed medicines 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 Joseph Turner Primary, a written record is kept each time a medicine is administered to a child.

- Fresh drinking water is available at all times
- Children's dietary needs are recorded in SIMS, which teachers have a responsibility for ensuring they have checked, and acted upon when required.
- The EYFS department has a purpose-built snack and sinks area where children can enjoy a healthy snack provided from home.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. All EYFS support staff undergo paediatric first aid training.
- A behaviour policy including procedures for dealing with unacceptable behaviour.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A full risk assessment for EYFS as well as individual risk assessments as necessary.
- A fire and emergency evacuation procedures.
- A dress code policy – EYFS staff are expected to wear professional attire in line with the dress code policy but will need to ensure clothing supports them in getting to a child's level and playing and engaging with children at floor level.

## **Toilet Training**

At Joseph Turner Primary, we encourage and support parents to help toilet train their child before they start school. As part of our transition procedures we talk to parents about their child's needs, strategies they have already employed and signpost them to agencies which can offer support and guidance e.g. Education and Resources for Improving Childhood Continence (ERIC), health visitor, school nurse, children's centres. However, in line with the Equalities Act 2010, we never discriminate against any child. Parents are encouraged to talk to staff about any concerns they have regarding toilet training their child. The school also has an Intimate Care and Continence Policy.

## **Monitoring and Review**

At Joseph Turner Primary, we ensure that there are opportunities throughout each academic year to engage with parents and gather their views and opinions about the EYFS. The SLT employs a rigorous



teaching and learning monitoring cycle in order to evaluate the effectiveness of teaching and learning across the school, including the EYFS. Any feedback from information gathered will be considered during the review process and the policy will be reviewed at least annually.