



Carden Primary School Early Years Foundation Stage Policy

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Contents

1. Intent
2. Aims
3. Learning and Development
4. Inclusion
5. Promoting Positive Behaviour
6. Learning Environment
7. Assessment
8. Parental Involvement
9. Safeguarding and Welfare
10. Health and Safety
11. Staffing
12. Information and Recording
13. Transition to Year 1
14. Flexible Learning and Dual Placements
15. Legal Framework

1. Intent

At Carden Nursery and Primary School we believe in providing high quality, active, purposeful and experiential learning opportunities. Our aim is to engage and equip pupils with the skills, knowledge and understanding they require to be successful learners. Our environment promotes independence and values explorative play. We make sure our children are mindful of their learning journey, giving them a strong sense of pride in their achievements. The relationships we build with our children and their families are centred on empowering every child to become an effective, motivated life-long learner.

Our Core Values and Learning Journey Skills underpin our language rich curriculum. Talk is a fundamental part of our EYFS practise and it is integral in all areas of our EYFS curriculum. We believe that the curriculum is everything that happens throughout the day, both in and out of school; we value and celebrate experiences and achievements from home and invite parents to join us in their child's journey through the Early Years.

Our ultimate goal is for all learners to be successful, confident, happy individuals, who make positive contributions within their community, respect diversity and value equality of opportunity both now and in the future.

2. Aims

We aim to ensure every pupil:

- Receives a comprehensive settling in programme designed to ensure they are able to transition into the new setting with ease.
- Has access to a safe, calm and inclusive setting every day where they can build positive relationships based on equality, diversity, trust and respect.
- Has access to a rich, creative and purposeful learning environment designed to reflect their interests, offer them challenge and support them in developing a range of new skills.
- Has access a language rich environment where talk is valued and evident in all we do.
- Has access to high quality teaching and a balanced curriculum which takes into account the varying developmental stages of each individual child.
- Is given the support, encouragement and skills they need to develop socially, physically, intellectually and emotionally.
- Is supported to develop resilience, confidence and perseverance when taking on something new.
- Can play, engage and explore; fostering motivation through active learning opportunities.
- Feels safe, valued and welcomed within our Carden school community.

3. Learning and Development

At Carden our curriculum embodies the skills, vocabulary and understanding that children need to base all their future successes upon. We are explicit about learning, and deliver our curriculum in an engaging, practical, purposeful and exploratory way. We believe in giving children new and exciting experiences to broaden their understanding as well as drawing upon the things which they already know and enjoy. (Our complete curriculum is detailed in our EYFS learning and Development policy.)

The statutory EYFS curriculum incorporates 7 areas of learning; each area is broken down into learning strands as follows:

Subject	Strands
Personal, social and emotional development.	<ul style="list-style-type: none">• Making relationships• Self-confidence and self-awareness• Managing feelings and behaviour
Communication, language and literacy.	<ul style="list-style-type: none">• Listening and attention• Understanding• Speaking
Physical Development	<ul style="list-style-type: none">• Moving and handling• Health and self-care
Literacy	<ul style="list-style-type: none">• Reading• Writing
Mathematics	<ul style="list-style-type: none">• Number• Shape, space and measure
Knowledge and Understanding of the World	<ul style="list-style-type: none">• People and communities• The world• Technology
Expressive arts and design	<ul style="list-style-type: none">• Using media and materials• Being imaginative

We use a range of teaching strategies to motivate children to move their understanding and skill levels forward. Our curriculum takes place in our indoor and outdoor classrooms, and the structure of the day develops according to the age and needs of the children.

Core Strategies	
Observation, assessment and planning cycle	Adults make observations of children within the environment and use these to determine each child's next steps. These are then planned for or acted on immediately in the environment. This cyclical process continues across all curriculum areas.
Short topic based learning	Widening children's interests by introducing new themes. This supports children's ability in identifying links in their learning. These topics are 'short based'; they run between 2 and 4 weeks depending on how well the children respond to them. Child initiated and discrete learning runs parallel to our topics.
Small group teaching and learning sessions	We work with children in small groups covering all areas of the curriculum. These sessions are often planned for but also emerge from interactions with children during their play.
Whole class teaching and learning sessions	Whole class sessions are designed to disseminate new learning; revisit prior learning and help children consolidate and link together new knowledge and skills. These sessions are planned for within the week however our flexible planning approach enables us to revisit; speed up learning in line with the needs of each class.
One-to-one learning sessions	Adults work with children in one-to-one sessions to make sure children are able to demonstrate their understanding and skills in target areas, an assessment can then be made and interventions can be planned for appropriately.
Intervention groups	When a group of children are identified as needing additional support to stretch their understanding or to bring them closer in line with age related expectations in a key area planned group interventions will take place.
Teaching tools	<p>We are a Talk 4 Writing school which means our children are exploring language through becoming proficient story tellers and subsequently effective writers.</p> <p>Persona dolls are used to help children understand and respect diversity in all forms by facilitating opportunities for children to ask questions about difference in an accessible and comfortable way.</p> <p>We use cued articulation to support our phonics teaching, this helps children identify where each sound comes from and supports all children with accurate sound pronunciation.</p> <p>We use Makaton signing throughout our school which supports all children's communication.</p> <p>We have fluency 5 throughout the EYFS which is 5 or more minutes spent every day developing fluency in mathematics. This runs alongside our maths curriculum.</p>

Progressive daily Structures	An appropriate level of challenge is offered throughout the EYFS in line with the children's ages and level of understanding. Taught skills are cumulative and built upon as the children progress through their time in the setting. The Reception year offers more structure which increases as the year continues. This changes as the children's understanding, skills and abilities develop.
Following children's interests	We build new learning experiences around individual and group interests. We encourage children to contribute (as appropriate) to planning and this is reflected in our learning environment.
Star activities	Star activities are used as follow up activities based on taught sessions. Children are encouraged to have a go at these activities without adult support. They can work independently or with their peers to complete them.

4. Inclusion

All children are valued as individuals. We practice and teach respect for all ethnicities, cultures, religions, languages, family backgrounds, abilities and genders. At Carden Primary School we believe inclusion to be:

- A whole school response to the needs of all our children
- Full participation in all school activities for all pupils
- Meeting the needs of all by modifying teaching styles and approaches
- Modifying resources to suit the learners needs
- Adapting planning for cohorts and individuals
- Providing an appropriate and accessible environment
- Providing a curriculum that builds on past experience and provides challenge for further achievements and opportunities for success
- Celebrating the achievements of all our pupils
- A clear and consistent behaviour policy suitable for all our children.

To ensure that all pupils have the opportunity to achieve their potential, there is a whole school commitment to the Makaton Language Programme which staff and children use to support communication.

We focus on each child's individual learning, development and care needs and aim to remove or help overcome barriers for children where they exist. We identify children who may need extra support in school in consultation with parents, pre-school practitioners and our own observations. Children identified as needing additional support will then be placed on the SEND register and planned for appropriately. When necessary, outside agencies will be informed and together we will plan and monitor the progress of the child. This will only happen with parental permission and where possible involvement. Children who have English as an additional language (EAL) may be supported by bi-lingual assistants and the EMAS service. Lessons and activities are differentiated to ensure that all children's learning needs are met. We also extend the learning for the more able, gifted and talented children. This is often by higher order questioning, input or outcome.

The Equal Opportunities policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The **Early Years Special Educational Needs and Disabilities (SEND) Policy** ensures all children receive the support they need and are given the best learning experience possible.

SEND in the EYFS setting will be monitored and managed by the school's SENCO.

5. Promoting Positive Behaviour

As with the rest of the school we will always try to encourage positive behaviour and minimise poor behaviour by providing all pupils with full and equal access to an appropriate and motivating curriculum. Staff in Nursery and Reception classes have the same high expectations of behaviour as the rest of the school and have age appropriate expectations for the very youngest children who are learning about rules and boundaries. These expectations are made clear to all pupils and shared with them regularly and are implicit in everything that we do. We encourage positive behaviour primarily through praise and positive reinforcement. We support children by giving them scripts or signs to use when managing social situations independently.

The main principles for reward in the EYFS are that they should be immediate and never deferred or held for another day; the child should always understand exactly why they have been rewarded or received a sanction. Praise is explicit and given in line with our whole school learning journey characters. These are; being respectful like the lion, resilient like the tortoise, a good communicator like the dolphin, working collaboratively or independent like the bee, being imaginative like the unicorn, learning new things like the bear, being adaptable like the chameleon, helping our friends like the elephant, being curious like the cat, linking our ideas like the spider and stopping to think like the owl. During the course of the year Reception classes build towards marbles treats where kindness and collaboration are rewarded with a whole class reward (often once every half term).

A consistent response to supporting positive behaviour and whole school consistency is vital in providing a clear, unambiguous message to children about our expectations of behaviour and the consequences if these are not met. As a school we use the 'Just Right' programme which supports children in recognising their own emotional state and how they can self-regulate.

Just Right

This programme is built round a scaling system, with four colour 'zones' to help children understand and communicate the emotions they are experiencing and how they can go about positively managing them. It helps them understand what makes them feel 'just right' and when they are feeling this - for example, when they are calm and alert and able to respond positively to whatever is happening in their environment.

The four colour zones are:

- green is 'just right' - calm, alert and focused
- orange is 'fizzy' - bubbling, not calm, anxious, possibly hyper-alert
- blue is 'floppy or fidgety' - under-stimulated, tired, bored, not alert, possibly feeling ill
- red is 'crisis' - unable to cope, exhibiting challenging behaviours, wanting to run away, shutting down from the outside world

Children take part in taught sessions which help them understand how they physically and mentally feel when they are in each zone (this differs child to child). Staff and children are then able to talk about their emotions using the colour coding rather than needing to use complex words to describe emotions when they are not in the green zone.

Staff in Nursery and Reception classes have the same high expectations of behaviour as the rest of the school and have age appropriate expectations for the very youngest children who are learning about rules and boundaries.

6. Learning Environment

We provide children with a stimulating, well organised and accessible learning environment. Children have access to our large outside classroom area as well as their indoor classrooms. All areas are organised to ensure children can explore, learn and play safely. A rota system is in place for all EYFS staff so that children are able to free-flow between the indoor and outdoor classroom as they choose for some of the day; the structure of the day changes depending on year group and time of the year. For example in Reception classes in the spring and summer terms there will be much more structure to the day than in Nursery or Reception in the Autumn term.

The environment promotes independence and children are able to access resources in a self-sufficient manner. Provision enhancements are planned for in line with the children's learning needs and we use planned, practical, engaging resources which capture the children's interest. We highly value all children's efforts and this is reflected in our displays. All classrooms showcase the children's achievements through photos, examples of their work and through child voice. Tools for writing, opportunities to see text and opportunities for number exploration are made available in all areas which support children's understanding of the relevance and purpose of literacy and numeracy in a wider context.

7. Assessment

Assessment plays an important part in how we oversee the progress of each individual child and plan for the next stages of their development. Throughout the year staff use both formative and summative assessment to ensure the curriculum we deliver is tailored to the children's learning needs.

Formative Assessment

The assessments are made on the basis of teachers accumulating knowledge about each individual child and then using this knowledge to plan for their next steps. These assessments can include:

- **Initial baseline assessments**
- **Observational assessment (planned and incidental)**
- **Focus group assessments**
- **Adult led whole class assessments**
- **Well-being and involvement observational assessments**

In our Nursery children have their own special book which tracks their learning journey in all areas of the curriculum. Children have access to these books throughout the day which helps them see their journey and view themselves as learners. Observations, photos and children's own work is collated

and then colour coded to demonstrate which areas of learning are being demonstrated. Parents are encouraged to have an active role in their child's assessment by sharing any special moments, interests or achievements from home with school. These are added into the special book to build a holistic picture of each individual child, teachers celebrate comments from home with the children in class. The children have access to their special books and parents are invited into school regularly to share them.

Area of Learning	Colour code for areas of learning
Personal, social and emotional development	Pink
Physical development	Orange
Communication, language and literacy	Yellow
Literacy	Yellow
Mathematics	Blue
Understanding the World	Green
Expressive arts and Design	Red

Reception children have their own special book which is used in the same way as the special books in Nursery. In addition to this, staff use 2Simple which is an electronic learning journal which records observations of the children's learning and runs alongside their special book. This documents the children's learning journey and supports staff to identify where provision may need adjustment.

Summative Assessment

Baseline assessments are carried out at the beginning of the academic year. This gives teachers a thorough foundation to build upon, supporting children in line with their current level of understanding and skill in all curriculum areas. Baseline assessments are made by observing children, working with them in small groups and one-to-one. Summative assessments are made by teachers at various points during the year. By tracking children's progress from their baseline judgment we are able to see how much progress they are making in each area of the curriculum and plan for their needs appropriately. At the end of the Reception year children are assessed against each of the 17 Early Learning Goals. The judgment is made by the teacher based on their knowledge of the child and the evidence provided in the child's electronic learning journal and special book. This information is then moderated against a set of national exemplification materials resulting in one of the following grades being awarded for each strand:

- **Emerging** – this indicates that a child is still working towards achieving the Early Learning Goal for this strand.
- **Expected** – this indicates that a child has met the Early Learning Goal for this strand.
- **Exceeding** – this indicates that a child is working beyond the Early Learning Goal.

Parents are informed of their child's grades at the end of the academic year within their final year reports.

8. Parental / Carer Involvement

We firmly believe that the EYFS cannot function without the enduring support of parents and aim to work with parents and carers closely in order to set a secure foundation for all our children.

Parents are invited to attend stay and play events with their child prior to their child officially starting school. This gives parents the opportunity to meet the adults within the EYFS setting and to spend time exploring their child's learning environment. Children who are new to the setting also receive a home visit from the Reception teachers at the beginning of the academic year. Parents receive a welcome pack at the beginning of the year which contains all the information they need about starting school and forms to complete. These include the admission forms, medical forms, consent for data usage (GDPR compliant) and other general information.

We have an open door policy and parents are invited into the classrooms each morning for the first 10 minutes should they wish to do so. Parents are able to speak with individual members of staff at the end of the day or request a more formal meeting which will take place usually within a week of their request. Reception parents are invited to a coffee morning in the first half term to meet other parents and to be given an overview of how their child's learning will look now and at different points during the year. Additional meetings are held for parents throughout the year in relation to the curriculum and how they can support at home.

Individualised next steps are written for all children in the EYFS and these are shared with parents termly. Parents are also invited to attend parent consultation meetings about their child each term.

Throughout the year parents are invited into school to see their child's achievements, this can be through school performances, fabulous finishes, special book looks and other special occasions linked to their learning.

We send home a range of books each week with every child and encourage parents to read at home as regularly as possible. We recommend children read their 'phonic' reading books three times a week and parents / carers read quality texts to their children for a minimum of 5 minutes each day.

9. Safeguarding and Welfare

All necessary steps are taken to keep the children in our care safe and well.

Any safeguarding or welfare issues will be dealt with in line with our safeguarding policy. As a school we use CPOMs to record any concerning incidents or accidents. This guarantees vigilance and rigour in following our safeguarding policies and procedures.

All members of staff in the EYFS are required to attend annual safeguarding training and read the safeguarding policy. Staff are given time to read aspects of the statutory document, 'Keeping Children Safe in Education' during their induction training and sign to say they have done so.

The Designated Safeguarding Lead (DSL) is Lisa Perrins. Whilst all staff are responsible for the safeguarding of our children, our school safeguarding lead is responsible for supporting and advising staff, and liaising with local children's services as appropriate. In her absence the Deputy Safeguarding Leads are Kamilya Stedman and Paul Harrington. All staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

10. Health and Safety

A first-aid box is located in each of the EYFS classrooms and this is restocked regularly. And at least one member of staff in each EYFS classroom is first aid trained. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines and how this is recorded.

The EYFS staff will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. This is also logged onto Scholar Pack in Reception. The Nursery keep a register of any injuries or accidents and parents are asked to sign the accident book at the end of the day.

The head-teacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

The school has a Fire Safety policy in place and fire registers are kept alongside registering children on Scholar Pack in case of an emergency.

Any food or drink provided to children regularly is healthy and balanced. We may occasionally have 'treat' foods and we use these times as opportunities to discuss balance in a diet. We do not allow birthday sweets to be brought into school.

The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.

Fresh drinking water is available at all times and parents are encouraged to send their child into school with a water bottle. Parents are asked to give permission for their child to use their own sun cream in school and regular reminders are sent to parents about weather appropriate clothing and precautions.

Our Health and Safety Policy further outlines our whole school health and safety policies and procedures.

11. Staffing

Upon employment, all EYFS staff attend induction training to ensure they understand their roles and responsibilities. This including information about safeguarding, emergency evacuation procedures, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the assistant head-teacher Kamilya Stedman. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns (DSL is assistant head teacher Lisa Perrins).
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.
- There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.

Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.

All newly qualified staff with a level 2 or 3 qualification will be PFA trained.

The school will organise PFA training to be renewed every three years.

The list of staff who hold PFA certificates can be found in the school office.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

The school adopts the following staffing ratios:

For children aged three and over:

Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.

Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs in the Nursery, the Reception class teachers have overall responsibility for the children in their class.

12. Information and Recording

Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's GDPR Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer and a third emergency contact.

The following information about the school is recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance'

The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS
- Each child's electronic learning journal and school books.

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

13. Transition

We recognise the importance of securing a smooth transition for children and families as they move on from the EYFS setting into Key Stage 1. We mix the year groups every year so the children are able to practise their social skills, develop new friendships and gain confidence. The children are part of this process as they name three children who they feel would like to be placed with. They are guaranteed to be placed with a minimum of one of their friend choices.

At the end of the summer term the Year 1 teachers spend time in Reception classes getting to know the children as a year group. The children spend time split into their new classes, this enables them to begin to gain an identity as a new group but in a familiar setting with well-known staff. In the last few weeks the children then spend time in their new classroom with their new teacher. The children then spend time exploring their new setting. Parents are invited to meet their new child's teacher and see their classroom in an informal way at the end of the Reception this is followed up early in the Autumn term when a formal Year 1 meeting is held detailing how the children's learning will look in year 1.

14. Flexible Learning and Dual Placements

At Carden primary we recognise that there may be times when children may need to attend our setting alongside another. We believe dual placements in the right circumstances have a valuable role to play in promoting an inclusive community. Any such bespoke arrangement should be carefully planned for in order to meet the child's individual needs which leads to measurable academic and /or social progress. We will work alongside parents and settings to ensure planning and targets can be co-produced and regular review points will be identified to ensure the dual placement is effectively supporting the developmental needs of the child. The partnership between parents, carers, settings and any supporting professionals is paramount to the success of a dual placement. Therefore a lead professional from our setting will ensure regular checks are made between settings in regards to curriculum coverage, formative and summative assessment in order to gain a holistic and accurate account of the child.

15. Legal Framework

1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018

2. This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

3. This policy is intended to be used in conjunction with the following school policies:

- **Early Years Foundation Stage Teaching and learning policy**
- **Supervision Policy**
- **Behaviour Policy**
- **Early Years Special Educational Needs and Disabilities (SEND) Policy**
- **Child Protection and Safeguarding Policy**
- **Allegations of Abuse Against Staff Policy**
- **Drug and Alcohol Policy**
- **Whole-School Food Policy**
- **Equal Opportunities Policy**
- **Administering Medication Policy**
- **Health and Safety Policy**
- **Recruitment Policy**
- **Data Protection Policy**
- **Photographic Policy**
- **Complaints Procedure Policy**