

South Cave C of E Primary School

Early Years Foundation Stage Policy

Our vision



School aims

“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.”

Statutory Framework for the Early Years Foundation Stage - Department for Education, 2012

At South Cave C of E Primary School, we are committed to providing high quality early years’ education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning.

Curriculum objectives

The Early Years Foundation Stage covers children from the age of 3 years until the end of the reception year. The Foundation Stage is a distinct Stage and is important in its own right in preparing children for later schooling. The Foundation Stage prepares children for learning in Key Stage 1 and towards working within the National Curriculum.

The EYFS curriculum has seven Areas of Learning. There are three **prime** areas of learning:

Communication and Language (C&L)

Physical Development (PD)

Personal, Social and Emotional Development (PSED)

In addition, there are four **specific** areas of learning:

Literacy (L)

Mathematics (M)

Understanding the World (UW)

Expressive Arts and Design (EAD)

Key skills

There are three Characteristics of Effective Learning that run alongside the seven areas of learning:

Playing and Exploring

Children's play reflects their wide ranging and varied interests and preoccupations. Play with peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

This involves other people, objects, ideas and events that engage and involve children for sustained periods. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions and gain a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions. Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Organisation and planning

At South Cave C of E Primary School, we have two classrooms and we have free-flow provision between both rooms and a dedicated shared outdoor area. The classrooms are large and both have a carpet area and interactive whiteboard for whole class teaching. The rest of the space is organised into learning zones for the children to access. There is a full time teacher, supported by a teaching assistant in each class. Other teaching assistants may be deployed in Reception based on the needs of the children.

Staff support the children in a balance of adult led and child initiated experiences throughout the day. Most sessions include free flow access between classrooms and to the outdoor area. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Long Term Planning

Our long term plan demonstrates how our provision meets the EYFS requirements and promotes learning within the areas of learning and development; it shows cross curricular links and highlights any key events to be included.

Medium Term Planning

We deliver a creative curriculum, which is based around different topics each half term. Medium term planning shows the key objectives and learning experiences for each area of the curriculum. Practitioners use this flexibly, choosing learning experiences to meet the needs of the children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in. These ideas are incorporated into the medium term plan.

Short Term Planning

Short term planning shows the learning opportunities that will be available over the week. In Maths and Literacy it includes differentiated adult led experiences, as well as showing how the learning opportunities will be enhanced in response to the previous week's observations and assessment of the children.

Cross curricular links

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

Reviewed 2018

The children are taught through different topics which are changed regularly. We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of “continuous provision” available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week’s observations.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases throughout the year, as their concentration develops.

Assessment, recording and reporting

At South Cave C of E Primary School, we use a range of strategies to gather information about the children’s learning and development and use this information to ensure that our planning meets the needs of all learners. Verbal feedback including strengths and next steps are given to all children in the Foundation Stage on a regular basis. This is carried out by all members of the teaching team. The children’s ‘next steps’ are recorded on the child’s work if appropriate. During child initiated activities, practitioners make ‘snapshot’ observations using an iPad app called ‘Tapestry’. Each child has an electronic ‘Learning Journey’ and all observations are gathered here along with parental contributions. These Learning Journeys are accessible for parents at all times.

From the first half of the Autumn term onwards, the Reception teachers use their knowledge of each child to decide which age/stage band they are working on in each area of the curriculum. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children’s attainment. This information is closely monitored to ensure that all children are making good progress.

In the Summer term, practitioners consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or has not yet met the levels. Judgements against the ELGs are based on ongoing observation; all relevant records; contributions from parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The results of the Profile are shared with parents and/or carers in the annual report and at the end of the year, 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 helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

SEND/equality

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

We believe that all our children matter. We give our children every opportunity to achieve their best by setting realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We have a responsibility to ensure positive attitudes to diversity and difference. We support each child’s needs by:

- 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.
- Removing or helping to overcome barriers where these already exist.
- Monitoring children's progress and responding quickly and appropriately, taking action to provide support, involving other agencies as required.
- Stretching and challenging all children.

It is important to us that all children are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. 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.

Please also refer to the school's 'Equality of Opportunities', 'Safeguarding Children', 'SEN' and 'A, G and T' policies.

Safeguarding

All access by visitors during the school day is through the main school door. All external doors are kept locked and staff use key fobs to gain access to the building. The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign in to the school visitor's log and are given a visitor sticker to wear. Staff are aware of their role in challenging anyone who is not recognised and asking for identification from anyone claiming to be from an outside agency.

The external cloakroom doors are locked, except when the children enter and leave at the beginning and end of the day and when the children access the playground for playtimes and lunchtime. The doors to the outdoor area are kept locked when this area is not in use and the gate has a padlock with code known only to staff.

The external doors are closely monitored by staff when children are entering or leaving the setting, to ensure that they cannot leave unaccompanied. All staff are aware of the need to monitor the external doors to ensure that they are secure during the session. The register is used to check how many children are present. When moving from one area of school to another, head counts are used to check that all children are present before leaving.

Arrival and Collection of Children

Parents must accompany the children until the bell goes at 8:55am. The teachers meet the children in the playground and each child is marked in on the day's register by the class teacher. Parents/carers use the external classroom doors when collecting their child(ren) at the end of the school day. If a child needs to be collected during the school day, parents report to the school office.

Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form, unless the parent has given permission. Parents write a list of people who are able to collect their child. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them. In these circumstances, a parent will give verbal permission.

If a child is not collected and the parent/guardian cannot be contacted, the other names on the child's registration form will be called to collect the child.

Outdoor risk assessments

The adult in charge of getting out/putting away the outdoor equipment will check that all equipment is safe and in good repair. Broken or dangerous equipment will be disposed of. The risk assessment in *Appendix 1* will be completed regularly by EYFS staff and the site manager.

Outings

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing.

Staff development

All staff within the EYFS are involved in the school's Performance Management procedure. They set yearly objectives and have termly reviews when these objectives are evaluated. All staff attend relevant Inset training days and staff meetings. They are also encouraged to attend courses and training to keep up to date and develop their skills.

Aspect leader role

The EYFS phase leader and Coordinator works closely with all members of the team and provides the schemes of work and medium term plans for EYFS staff to follow. She monitors the progress of all children in EYFS and is responsible for ensuring all children make expected and in most cases good progress. The EYFS leader also attends moderation events within the Local Authority and the South Hunsley cluster of schools.

Key Person Role

In the EYFS we aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At South Cave CE Primary School in FS2 the staff work as a Foundation Stage Team with all members of staff contributing to each child's learning and development. The class teachers adopt the Key Person Roles within our setting as they carry out home visits, parent teacher meetings and are responsible for providing parents with the Learning Journeys and annual reports. The children will spend quality time each week building their special relationship with them. This will be in addition to the positive and important relationships they will have with all members of staff. All members of staff will support all children and their parents, and work together for everybody's best interests.

Monitoring and review

It is the responsibility of the EYFS leader to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and EYFS phase leader will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Resources (appendix)

Please see the EYFS curriculum statement for more detailed information regarding the seven areas of learning.

Risk Assessment –Appendix

SOUTH CAVE CE SCHOOL RISK ASSESSMENT FOR:		
Early Years Foundation Stage Area		
Assessment by: J.Askew/C.Sykes-Cook/L.Laughton/J.Harker/L.Furniss	Date: November 2018	Next Review Date Due: November 2019

Hazard / Risk	Who is at Risk?	Notes	Normal Control Measures	Are Normal Control Measures Y/N/NA	
				In Place	Adequate
Internal play equipment <i>Slips, trips, injury</i>	Staff/children/visitors		<ul style="list-style-type: none"> All equipment purchased/loaned to be checked to ensure they are safe for the ages and stages of children attending activity Layout of equipment to allow adult and children to move freely between activities All equipment checked regularly for cleanliness, state of repair etc All glues, paints etc are non-toxic Children taught how to use play equipment correctly. 		
Outdoor play Play equipment <i>Slips, trips, falls, minor injury</i> Mud kitchen /Sandpit <i>Mud/sand in eyes/face etc. Slips/trips.</i> <i>Contamination of mud/sand</i>	Staff/children/visitors		<ul style="list-style-type: none"> Regular checks for defects and reporting of these in place. Repairs undertaken where necessary. Mudpit checked for unsafe items before play and covered after use Clean mud regularly (incl area around sandpit) Appropriate mud is being used Children taught how to use play equipment correctly. Sand covered overnight. 		

Fighting/Rough games / injury	Children		<ul style="list-style-type: none"> • Adults aware of rules on appropriate behaviour. • Adults trained in how to deal with this type of situation. • Prohibit inappropriate games. 		
Security/Children absconding/leaving grounds unobserved <i>Unsupervised contact with adults /abduction, assault, child protection issues</i>	Children		<ul style="list-style-type: none"> • Procedures in place for the arrival and departure of children (including when children leave early) • Maintained, unbroken fencing (no holes or gaps). • Points of access onto the site minimised with clearly signed routes to the reception. • If possible provide alternative routes for visitors which will bypass playing areas. • Gates closed during outside activities • Areas identified as higher risk made “out of bounds” (Identify on a plan) • Supervision levels appropriate for the layout of the site and the play areas – children should be in sight or hearing of an adult. • Identify blind spots due to walls, trees, bushes, play equipment, etc. and eliminate/reduce problem by cutting back/down hedging etc 		
Hard surfaces / steps and steep slopes <i>/slips trips and falls</i>			<ul style="list-style-type: none"> • Ensure that the play areas are even and well maintained. Any areas which become unsuitable will be coned off and placed out of bounds until repairs can be undertaken. • Area periodically checked for missing drain covers, uneven surfaces, etc. • Games not to be played on steps • Ensure these areas are gritted in the winter when there is ice and snow 		
Response to accidents / more serious injury			<ul style="list-style-type: none"> • Adequate numbers of supervision to account for emergency situations • First aid kits located close by playing areas • Trained first aiders present on the site and available at all times • Adults who do not have first aid training are aware of the action they should take in the event of an injury and what not to do 		
Weather			<ul style="list-style-type: none"> • Suitable outdoor clothing (sunhats/wet weather wear) to be worn • Sunscreen to be applied by parents where applicable 		
Food and Drink			<ul style="list-style-type: none"> • All food and drink is stored appropriately. • Adults use lidded cups for hot drinks. 		

Additional Control Measures <i>(to take account of local/individual circumstances including changes such as working practices, equipment, staffing levels).</i>	Action by Whom <i>(list the name of the person/people who have been designated to conduct actions)</i>	Action by When <i>(set timescales for the completion of the actions – remember to prioritise them)</i>	Action Completed <i>(record the actual date of completion for each action listed)</i>	Residual Risk Rating
DATE OF REVIEW:	COMMENTS:			
DATE OF REVIEW:	COMMENTS:			
DATE OF REVIEW:	COMMENTS:			

RESIDUAL RISK RATING	ACTION REQUIRED
VERY HIGH (VH) Strong likelihood of fatality / serious injury occurring	The activity must not take place at all. You must identify further controls to reduce the risk rating.
HIGH (H) Possibility of fatality/serious injury occurring	You must identify further controls to reduce the risk rating. Seek further advice, e.g. from your H&S Team
MEDIUM (M) Possibility of significant injury or over 3 day absence occurring	If it is not possible to lower risk further, you will need to consider the risk against the benefit. Monitor risk assessments at this rating more regularly and closely.
LOW (L) Possibility of minor injury only	No further action required.

