



Early Years Foundation Stage Policy

February 2019

INCLUSION AND SAFEGUARDING STATEMENT:

We are committed to creating futures for all in a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

In the Inspire Partnership all pupils are valued, inspired and respected within our happy, welcoming family.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. Across the Partnership we celebrate this diversity by valuing the contribution of all pupils and providing a learning environment that encourages interdependence.

Our Partnership is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

Aims of the Early Years Foundation Stage

The Synaptic schools aim is for every child to become an independent learner, choosing and using resources for themselves and beginning to take risks and make links with their learning. We encourage children to have a questioning approach and to co-operate with one another and staff. We respect each other and the environment.

We help children learn by:

- Becoming involved in their play
- Interacting with them
- Talking about what they are doing
- Modelling language
- Asking sensitive questions and also those which are higher level to promote critical thinking
- Modelling positive behaviour and relationships
- Valuing their contributions and building their self esteem
- Showing them new skills when needed
- Making careful observations of them and using this knowledge to move their learning on.

Outdoor learning is an integral feature of learning across the Early Years Foundation Stage in all schools in The Inspire Partnership and complements the learning which takes place indoors. Children must have regular, sustained outdoor access in the daily timetable.

We believe that children learn effectively when they are interested and motivated and able to initiate activities. All schools in the Partnership plan carefully using children's interests as a starting point. Individual schools may differ slightly in the way in which planning is structured but all use observations of the children at play as the basis for their planning framework.

We recognise parents and carers are a child's first educators. In the EYFS staff work as a team, in partnership with parents/carers. We value and build upon the varied experiences which each child brings to school.

The Inspire Partnership follows the Early Years Foundation Stage Curriculum

The Nursery and Reception classes form the Early Years Foundation Stage, which has its own special curriculum.

Children develop in widely different ways at this age and activities are geared for their individual needs. There are seven areas of learning in the Early Years Foundation Stage.

There are three prime areas: Prime areas are fundamental, work together, and lead on to support development in all other areas.

- **Personal, Social and Emotional Development.** This area of learning forms the basis upon which the children's success as future learners will depend and links closely with the development of British Values. It focuses on the child's attitude towards learning, and the way they work as a member of a group. They learn how to help each other and build up confidence in themselves.
- **Physical Development.** The children develop fine motor skills such as holding and controlling a pen and cutting with scissors. They develop gross motor skills such as spatial awareness, jumping and climbing safely, using an outdoor play area and the PE apparatus.
- **Communication and Language.** Children learn how to share news, join in role play and tell stories. This extends their vocabulary. They develop their listening and attention skills and their understanding of language.

There are four specific areas: Specific areas include essential skills and knowledge for children to participate successfully in society.

- **Literacy.** This includes reading and writing. They share books and handle them with care. The children learn about the importance of reading in everyday life. They learn the names and sounds of letters, and begin to read a variety of books and print in the environment. The children will have the opportunity to write in a range of real life contexts, such as writing lists, making books and jotting down messages. They progress to using letters and sounds they have learned in writing for a range of purposes.
- **Mathematics.** The children are introduced to basic mathematical concepts, such as sorting into sets, matching, pattern, measure and shape. They use and recognise numbers from zero to twenty and beyond, and develop an awareness of larger numbers in their everyday lives, such as their door number. They begin to understand the concepts of addition and subtraction.
- **Understanding the World.** The children use their senses to explore the world around them, and to become familiar with their immediate environment. They learn how to use a computer to support their learning. They find out about past and present events in their own lives and they learn about the cultures and beliefs of others.

- **Expressive Arts and Design.** The children will be given the opportunity to express themselves through painting, drawing, collage and textiles. They will engage in imaginative role play and model making. They will also have the opportunity to respond to a variety of music and experiment with a range of musical instruments. They develop their skills in construction and design using a variety of materials and tools.

Transition

In order to ensure children start happily and with confidence at our schools we work closely with parents/carers. We may make home visits or we may arrange 1:1 meetings in school to discuss and gather all appropriate information about the child's needs. We contact previous settings whenever possible to discuss the child before entry.

When the children are moving on to Year 1 we ensure the children visit their new classrooms and meet their new teachers whenever possible. Parents meetings are held to inform parents of changes and expectations in Year 1.

Behaviour

Our behaviour policy makes it clear what is considered acceptable and what is considered unacceptable behaviour. The aims in our policy are:

- We aim to establish a caring and challenging school community where all pupils feel valued and develop a love of learning.
- We aim to encourage self-discipline and to keep rules and regulations to a minimum.
- As members of the community we aim to build positive relationships with each other, with the children and their families.
- As members of the school community we all have rights and responsibilities. We believe that everyone at school is important and is to be valued. We expect each individual to respect others, their families, culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.
- We involve parents/carers in their child's behaviour and work with them in order that their child thrives and learns in a safe, happy environment.

TWO YEAR OLD PROVISION

Some of the schools within the Partnership offer high quality early learning provision to 2 year olds. Parents/carers can pay for this valuable learning experience or state funding operates in some cases. These settings are monitored as part of EYFS provision. The children starting in the Two Year old setting have automatic entry to the Nursery with the state funding 15 hours of provision.

Early Years Pupil Premium (EYPP)

Children aged between three and four years old who attend state-funded Early Years provision are eligible for the EYPP for a variety of reasons. The funding will be used by the school to provide additional support for these children. The support provided depends on the needs of the child. The school will monitor and evaluate the impact of the additional support in order to ensure school readiness.

Summer Born Children

Parents of summer-born children (children born between 1 April and 31 August) now have the right to delay their child's education for a year. This means that children can enter reception as they turn 5, rather than just after their 4th birthday. We believe that parents are best placed to make such an important decision and will

support families, whatever they decide. Please come and speak to us if you wish to delay your child's start date.

Recording and assessment

We recognise the value of records based on information shared between home and school. Assessment will concentrate on the children's strengths and areas for development, in order to celebrate their achievements and set the next goals for learning.

Recording and observation are ongoing in the EYFS. Staff will observe and assess children through planned observations. In this way, each child's development and progress will be monitored regularly. Observations and notes about achievements are shared with parents during the year. We welcome comments on the development and interests of the child from home. This information shared between home and school will enable us to plan the most appropriate activities to progress each child's learning.

The Early Years Foundation Stage Profile (EYFSP) is the national assessment scheme for the Early Years Foundation Stage. It is designed to help teachers' record observations through the year and summarise children's achievements at the end of the early Years Foundation Stage. The EYFSP covers each of the seven areas of learning in the Early Years Foundation Stage Curriculum.

All parents/carers have access to their child's individual profile.

Baseline assessments will be made at the start of the year. The children are tracked throughout the year and end of year assessments reported to parents/carers at the end of the academic year.

Equal Opportunities

All Inspire Partnership schools believe all children are special and have individual needs and plan a broad based, inclusive curriculum appropriate to the needs, abilities and interests of the individual child.

We encourage children to develop respect for themselves, others and the environment, and to listen and value the contributions each child has to make.

We learn about each others' cultural backgrounds and learn to respect one another through story activities and celebrations, such as Christmas, Diwali and Chinese New Year.

We believe that all children, regardless of gender, should be encouraged to undertake a wide range of experiences such as cooking, construction, computing or role playing.

Security

A child's safety at all Inspire Partnership schools is paramount. Risk Assessments are carried out to ensure robust, safe working practices are in place and staff follow procedures and re-evaluated regularly. Entrances and exits are closely monitored.

Safeguarding/Child Protection

We have a legal duty of care to protect all children from harm. We look after a child while they are in school but we also look after their best interests outside school. In the first instance we believe any disclosures a child makes, and will refer them to other agencies if necessary. All legal procedures are followed. The Designated Lead Professional will be informed.

SEE WOODSIDE PRIMARY SCHOOL SAFEGUARDING POLICY

Guidelines for Safeguarding in The Nest

- Keyworkers in the Nest will develop good relationships with their children to ensure children are confident to keep themselves safe. Key workers knowledge of the children will enable professionals to notice changes in the child.
- Parents/carers may not use their phones in the Nest.
- Daily check of the setting, inside and out every morning to ensure health and safety standards are met.
- Toilet duties- one staff member will be changing children whilst the other two members of staff will be monitoring the children in the inside and outside area.
- Incident Book - kept in the main room accessible to all staff. Minors incidents will be discussed with parents at pick up time, however if there is a major incident then we will follow our safeguarding protocols which all staff are trained on.
- Absences- I take the lead on following this up after 2 days of absence by making contact with the family and update records. Information is stored in a locked cabinet.
- Authorisation of collection- Parents are required to let staff know if their child will be picked up by another adult on arrival of session. Even though they have completed a permission form within the induction pack.
- Access- doors which are not being used will locked throughout the day and main door is monitored by one staff member on arrival and departure.

Guidelines for safeguarding in The Nursery

- Keyworkers in The Nursery will develop good relationships with their children to ensure children are confident to keep themselves safe. Key workers knowledge of the children will enable professionals to notice changes in the child.
- 2 adults are on the main door ensuring children are safe and picked up by a known adult. Adults use contact folder if adult unknown.
- Toilet door is open if changing, making another adult aware changing is in progress. No parents/cares are allowed in the toilets.
- Parents/carers may not use their phones in the Nursery.
- Daily check of the setting, inside and out every morning to ensure health and safety standards are met.

Guidelines for Safeguarding in Reception

- Keyworkers in Reception will develop good relationships with their children to ensure children are confident to keep themselves safe. Key workers knowledge of the children will enable professionals to notice changes in the child.
- An adult on every door as children entre the setting. The adult on the door feeds back any relevant information from a parent/carer or send them directly to the teacher.
- All adults keep notes of any incidents which carers need to be informed about.
- At the end of the day 1 adult on the entry door and 2 on the exit door. Adults relay any messages and release children when parents/cares arrive.
- Parents agree a list of names of adults who may collect a child from Reception.
- Parents/carers may not use their phones in Reception.
- Daily check of the setting, inside and out every morning to ensure health and safety standards are met.

Related Policies

Intimate Care Policy

Lost Child Policy

Safeguarding Policy and Procedures

Medical Conditions Policy

Staff Code of Conduct

IT Acceptable Use Policy for Staff