

**Manor Primary School**

**Early Years Foundation Stage Policy**



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## **Appendix 1**

School vision

“..provide all our children with a challenging, engaging safe environment which promotes a lifelong love of learning”.

*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 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.*

*Statutory framework for the early years foundation stage 2021.*

For the purpose of this policy, Early Years refers to our Nursery & Reception classes at our schools.

## **1. Aims**

Using the core principles of the EYFS framework, this policy aims to ensure

Every child is seen as **unique**. We aim to develop resilient, capable, confident, self-assured and excited learners.

To create **enabling environments** where children access a broad and balanced curriculum, which prepares them for the next stage of school and life. This includes providing a safe environment.

We develop **positive relationships** with pupils and their families. We value the role of parents in their child's education and aim to develop a strong partnership. We also recognise that children learn best when they feel safe, happy and secure.

We recognise that **learning and development** occurs in different ways and different rates. We aim to meet the needs of all children through careful understanding of the children and providing them with opportunities, which engage, motivate and inspire them to learn.

## **2. Legislation**

This policy is based on the requirements set out in the 2021 Statutory Framework for the Early Years Foundation Stage (EYFS).

## **3. The EYFS Framework**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At Manor Primary School, the foundation stage includes Nursery & Reception children. There is a comprehensive transition period for both year groups which allows children to settle into the new environment and routines.

Staff contact new families and conduct a home visit questionnaire to get to know the child. The school has good links with PVI settings and contact is made with them to obtain information about the child's needs and interests, which includes any transition records. Where possible, visits are made by staff or by PVI settings.

The EYFS Framework is based on the following principles which we use to form our policy aims.

A unique child  
Positive Relationships  
Enabling environments  
Learning and development

#### **4. Curriculum**

We use the Cornerstones Curriculum to offer our children balanced and comprehensive learning opportunities, which cover the seven areas of learning and characteristics of effective learning within the EYFS framework. The EYFS framework includes seven areas of learning and development that are equally important and interconnected. However, the three areas known as Prime Areas are seen as particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn, form relationships and thrive. There is a greater emphasis on the Prime Areas in Nursery and the Autumn term of Reception.

The Prime Areas are:

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

The Specific Areas are:

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

**The Characteristics of Effective Learning** describe the behaviours children use in order to learn. We want children to approach learning with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

#### **Teaching and the learning environment**

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, or be quiet and reflect. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. All children have access to a timetabled outdoor area that links to all areas of learning. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant.

Teachers lead activities where they teach specific skills and concepts. There are also opportunities for child initiated activities where the children choose the activities that enable them to develop,

scaffold and embed learning with their peers. During these activities they are appropriately supported by practitioners.

### **Phonics**

We follow the Little Wandle Letters and Sounds Scheme to ensure that our children receive a systematic approach to the teaching of phonics. Phonics is taught daily in reception and through weekly adult led activities in the Nursery. Regular assessments take place to ensure that children receive the correct reading level for their phonic ability. Reading sessions take place three times a week. Each week all children also take home a library book. This is to promote reading for pleasure.

### **Inclusion**

We value the diversity of our local and wider community. All children are treated fairly regardless of race, religion or abilities. We aim to provide children with opportunities to learn about the diverse world we live in through role play, stories and PSED lessons.

We regard SEN as a whole school responsibility and that all teachers are teachers of pupils with SEN. We are committed to effective inclusion of all pupils, including those identified as having special educational needs and disabilities, through high-quality First Teaching and differentiated teaching.

## **5. Parents as Partners**

At our Schools we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts at our school;
- ensuring the children have the opportunity to spend time in our Nursery and Reception classes before starting school through drop in sessions;
- inviting all parents to an induction meeting when their child starts Nursery/School;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Stay & Play sessions, assemblies, concerts, Sports Day etc;
- valuing their help in our classes;
- providing planning information on-line on our website;
- providing information through parent hub posts and newsletters;
- sharing reading progress through a home school book;
- providing appropriate courses and coffee mornings;
- signposting resources via the Children's centre and Parenting Support Advisor (PSA).

## **6. Assessment**

All children in Nursery & Reception are assessed on entry to the setting. We use this information to ensure that future planning reflects identified needs.

All Reception children are also assessed using the Reception Baseline Assessment. This statutory assessment takes place during the first six weeks of the child starting at school. Parents can request a copy of their child's assessment narrative.

Assessment in the EYFS is conducted through formal and informal observations, and this involves the teacher and other adults as appropriate. These observations are recorded using our assessment system (Target Tracker), Learning Journey Books and teacher notes. We also collect information provided by parents and other settings.

Each child's level of development is recorded against 17 aspects which is updated and analysed termly. We meet all parents to discuss their child's progress and attainment during formal parents meetings. At the end of the final term of the EYFS, we provide a written summary to parents and provide them with a copy of their child's individual ELG data. This data is also shared with Year One teachers so they can plan accordingly for the needs of the children as they move in to Key Stage One.

## **7. Safeguarding**

Full safeguarding and welfare procedures are outlined in our Child Protection Policy. Please also see the requirements set out in the 2021 Statutory Framework for the Early Years Foundation Stage (section 3 The safeguarding and welfare requirements)

It is important to us that all children in our schools 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. All staff undertake safeguarding training and there are clear guidelines and procedure outlined in our Safeguarding Policy regarding reporting concerns.

At our Schools we:

- promote the welfare of children;
- promote good health (incl oral hygiene), preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after children are suitable to do so;
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

- regularly provide training for all staff regarding safeguarding procedures
- provide all staff with MyConcern accounts and training so that they are able to report any concerns.
- ensure all staff know who the DSL and safeguarding team are.

### **Monitoring and review**

The effectiveness of this policy will be monitored and evaluated by the Co-ordinator on an annual basis.

## **Appendix 1: List of statutory policies and procedures for the EYFS**

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy
Procedure for responding to illness	See Medical Policy
Administering medicines policy	See Medical Policy
Emergency evacuation procedure	See Fire Drill procedure
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding Policy and Attendance Policy
Procedure for dealing with concerns and complaints	See Complaints Policy