

# Early Years Foundation Stage Policy



# Tillington Manor Primary School



**Tillington Manor**  
**PRIMARY SCHOOL**

Working TOGETHER to achieve the best!

Reviewed September 2020 – Kelly Brockhurst – EYFS lead  
Review Date: September 2021

## Statement of philosophy

*It is our philosophy that all children within the Foundation Stage are given opportunities to fully develop as independent and unique learners. We aim to support, challenge and celebrate pupil's achievements and attainment.*

## Organisation of Nursery and Reception classes

We have a new Governor run Nursery – please see separate information booklet/policy for this. Reception classes work within the present government legislation of a maximum of 30 pupils.

The setting includes two open plan classrooms and a partially covered outdoor area.

Our Reception class is run by a qualified teacher and supported by a teaching assistant. Correct ratios are always maintained.

Clubhouse is on site and provides a before and after school facility from 7.30am - 6pm.

### Admissions:

Pupils are admitted to Reception on an annual basis in the year of their 5<sup>th</sup> birthday. In Nursery it is in the year of their 4th birthday. See admissions policy.

### Staffing:

**EYFS lead** - Mrs Kelly Brockhurst

- It is the role of the EYFS lead to ensure that all aspects of this policy are being implemented at all times. This will be monitored through progress meetings, learning walks, lesson observations, work/book scrutinies, data analysis, staff discussions, team meetings and monitoring of planning.

EYFS Teacher

Miss Kim Husted

Teaching Assistant

Mrs Kerry Buttery

At other times, additional staff are brought in to support individual or group needs as appropriate.

### Our aims:

We provide a secure, happy, caring and child centred environment in which we help children to achieve their full potential using cross curriculum links. Our Early Years curriculum offers a balance between child led provision and adult focussed activities, which cover all 7 areas of learning.

Staff ensure that all children have access to the curriculum at their developmental stage, irrespective of their gender, ethnicity, social background or special educational needs. The school follows the principles of stage and not age when considering differentiated activities.



# The EYFS Curriculum

## A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self assured.

### - Child Development.

All areas of Development and Learning are provided to all children with equal importance. Early relationships strongly influence how children develop; we see this close relationship as very important.

See SEN policy for whole school SEN provision.

### 1.2 – Inclusive Provision.

Individual children are valued and respected. We promote equality of opportunity and ensure every child is included and not disadvantaged in any way for any reason. Equal Opportunities are provided for all.

\*See Information Report. It can be found on the school website.

### 1.3 – Keeping Safe.

We take all responsible steps to ensure hazards to all children, indoor and out – are kept to a minimum. Equipment, toys and furniture are safe and suitable

for their purpose. Daily risk assessments are carried out

\*See whole school Health and Safety policy.

## 1.4 – Health and Well Being.

We take necessary steps to safeguard and promote the welfare of children. Members of staff in EYFS hold full paediatric first aid certificates. We record any existing injuries that are brought to our attention. EYFS staff hold food hygiene certificates.

Children's spiritual well-being is taken into account when and where necessary through our SMSC sessions.

Parents are asked to hand in all mobile phones when visiting the setting. Staff keep mobiles in locked cupboards, alongside laptops, cameras and iPads. This is for safeguarding purposes and in line with GDPR guidelines.

If a child has a diagnosed medical need that requires them to wear a nappy then we will change the nappy if it is soiled or wet. However, if a child enters the setting wearing a nappy and does not have a medical need, we will talk to parents/carers about sending them in pants and independent toileting targets will be agreed with parents to minimise the time in which a child needs to wear a nappy in the setting. An Early Help Support Plan will be put in place to record and monitor progress against the targets. If a child has a toileting accident, but they are fully toilet trained, then we ask parents to sign to give us permission to help their child change. If this form is not signed then we will call a parent to come and change their child.

## Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

## 2.1 – Respecting Each Other

Necessary steps are taken to safeguard and promote the welfare of children.

Children and families feelings are taken into account, respected and acknowledged. Relationships focus on valuing strengths, skills and knowledge of the people working at Tillington Manor. Communication is open to ensure everyone's views are listened to and considered fairly, with the children's needs kept firmly in mind.

## 2.2 – Parents as Partners

To ensure positive impacts on learning we do a number of things to involve parent links with the school.

- Parent drop in sessions
- Initial welcome visits
- Parent questionnaires
- Maths packs
- Home/school reading books & word walls
- Productions and sports day
- Open mornings/afternoons
- Whole school newsletters
- Parent evenings
- Weekly Newsletters/overview sheets
- Class Dojo
- Contribution to FAMLY learning journeys

## 2.3 – Supporting Learning

We develop genuine bonds with each individual child and offer settled, close relationships. We meet the needs of each child and respond sensitively to their feelings, ideas and behaviour. Parents are informed as and when appropriate/necessary. Teaching is pitched at each individual child's level. Pupil Premium and EYPP allow extra support for learning which is carried out as intervention time.

## 2.4 – Key Person.

Children are kept within a secure environment. Staffing arrangements are

organised to ensure safety and to meet the needs of all the children. Positive relationships with adults caring for the pupils are paramount. The key person for our Reception children is the class teacher, who has accountability.

## Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

### 3.1 - Observation, Assessment and Planning.

We follow a Learning Challenge curriculum which is based upon questions for children to find answers to. All teaching stems from initial observations of the children. Planning is then implemented to target each child at their level of development and learning. Assessments are then made to inform further observations and planning. Within these observations we will be looking at children's scales of involvement levels; such as their persistence, energy, complexity and creativity, facial expression or posture, concentration, precision, reaction time, language and satisfaction. Assessments are added to each child's Learning Journey. All children are encouraged to be part of the assessment process. Assessment is done in the form of look, listen and note FAMILY observations. (Cameras/IPADs in school are kept in a secure area and pictures are only ever downloaded onto school laptops for use of staff within the setting. Permission from parents has been obtained to take pictures of their children-in line with GDPR). We always promote high standards and practitioners ensure that they plan and provide experiences which are appropriate to each child's stage of development as they progress towards their early learning goals.

- We also use *schemas* (How children Learn and why they do that.) to provide opportunities and activities to encourage and interest our children within their learning. There are 9 main schemas we follow. These include
- Transforming - messy play, mixing things up to make a change.
- Positioning - children who are very careful where they put things. E.g. lining things up and stacking things.

- Trajectory - children who like straight lines. E.g. climbing, making trails, pushing pushchairs, throwing things up and catching them.
- Enveloping - children who cover up or wrap objects or selves.
- Connection - children how make links between things. E.g. Lego, train tracks, computers.
- Transporting - children who move things from one place to the other.
- Enclosing/containing - children who like to put themselves or objects inside things. E.g. den making, crawling through tunnels.
- Rotational - children who like round objects and motions. E.g. wheels on cars, roundabouts, drawing circles and blowing bubbles.
- Orientation - children who see things from different angles. E.g. like working on the floor, hanging up side down, turn toys around to explore.

## 3.2 – Supporting Every Child

Children are safe and secure. Their individual needs are met. It is our aim that all children have positive relationships with all staff. Our setting is welcoming and stimulating to children and parents alike. To enable children to grow in confidence and fulfil their potential they are given opportunities to enjoy learning through play.

- Every child a talker - As part of our Foundation ethos to promote communication and Language skills we have introduced ECAT. A group of children from EYFS work regularly in small groups through activities that promote good language development.

## 3.3 – The Learning Environment

Children are given the chance to explore and learn in a safe and secure environment both indoors and outdoors. These opportunities are there to challenge and encourage learning. The learning environment promotes British values and allows reflection time. It acts as the third educator.

## 3.4 – The Wider Context

As a school we work in partnership with many other settings, local playgroups, the local church, library, the local area etc. These partnerships support

children's development and progress towards the outcomes of Every Child Matters. We hold regular cluster group meetings with local schools to discuss our practice and moderate work.

## Learning and Development

Children develop and learn in different ways and at different rates. The characteristics of effective learning and prime and specific areas of learning and development are all inter connected.

### 4.1 – Play and Exploration

Children are given the experiences and opportunities for physical and emotional play. Children's concepts and skills are extended through experiences and play (group and solitary) we allow children chances to try new things and solve problems. They are able to take risks to find things out. Adults plan and resource a challenging environment to support and extend children's language development and communication. Play is both indoor and outdoor. Children will use appropriate equipment linked with their learning.

We will be observing how children play and explore, how they play with what they know and if they are willing to 'have a go.'

### 4.2 – Active learning

Adults challenge and extend children's thinking. To engage children in active learning, materials and objects are provided to allow children the chance to explore, investigate and solve problems. Children grow in confidence as they learn to make decisions based on thinking things through in a logical way. Each child's learning is planned to meet their own personalised learning levels. We will be observing children who are involved in their learning and show good concentration skills, children who keep trying and enjoy achieving what they set out to do.

We not only assess what the children are learning but we put great emphasis on how the children learn. The characteristics of effective learning play a crucial role in finding out about a child and encouraging their development in

different areas of learning and through specific, targeted activities.

## 4.3 – Creativity and Critical Thinking

At Tillington, we plan in a creative way and involve the whole curriculum. Each child's culture is valued. Practitioners help children to make connections between experiences at home, school and our local community. Each child's achievements are recorded as the child moves through each stage of development to monitor children's development. Children's shared thinking and interests involves adults and children working together, adults encourage children to talk in the group by using open questions.

We will be observing how they use their ideas in their learning, how they make links and how they choose their own ways in which to do things.

## 4.4 – Areas of Learning and Development.

Practice and provision is guided by the Areas of Learning and Development in each of the seven areas, which are split into two groups. The prime and the specific areas.

Prime areas - these areas are fundamental, work together, and move through to support development in all other areas.

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

Specific areas - these areas include essential skills and knowledge for children to participate successfully in society.

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

All areas of Learning and Development are offered each day with continuous provision, to encourage children to direct their own learning. Teacher led activities will increase children's knowledge and will be based at each outdoors. When planning the curriculum children's prior knowledge, interests and

thoughts are taken into account.

## Success indicators

Careful planning and a range of activities that we provide will encourage and interest each child in their own learning. We will see children who are planning and making decisions about how they approach a task, solve problems and reach a goal. They will check how well their learning is progressing and will be prepared to change their strategy as and when needed. They will also review how well they have approached their work and new learning. Children will become aware of 'learning friends' and take responsibility for their own learning in this way.

## Transition

### Into Nursery

Prior to children entering Nursery there will be parent/ teacher discussions, which will take place in the Summer term and will be on a one to one basis. This will explain clearly what will happen in Nursery and give parents an opportunity to share personal information about their child with the EYFS teacher. All children will have a visit to the EYFS unit in the Summer term to help familiarise the children with their new surroundings and staff. They will take home an all about me booklet and parent/Nursery questionnaire, this helps to forge the link between home and school.

### Nursery to Reception

Prior to children entering their Reception year there will be a parents induction meeting outlining what will happen in the child's new class. The information shared in this meeting will be about class routines, uniform, curriculum, information about our school. The meeting will take place in the Summer term. After this meeting the children will begin to be made aware of Reception life and spend time in the Reception classroom if they have not done this already at shared learning times. Your child will receive an all about me booklet, photograph of their new classroom and their teacher to take home with

them during the holiday. This helps to keep everything they have done so far familiar in their mind! The children will be full time from the first day of the Autumn Term. During this time teachers will settle the children into school life and carry out initial assessments on each child in order to plan work at children appropriate level.

## Reception to Year 1:

During the summer term, the Reception class teachers and the Year 1 class teachers will have numerous meetings to discuss children's abilities, their reports and to analyse the Foundation Stage Profile data. It is now a statutory requirement for reception teachers to share information regarding assessment data and the Characteristics of effective learning with both parents and year 1 teachers.

The year 1 teachers work very closely with the Foundation Stage staff to ensure a smooth transition. The year 1 classrooms are set up with some similarities to the Foundation Stage classroom and the children still have the opportunity to access outdoor play and child choice provision within the classroom. Some children are still assessed against the Early Learning Goals in the Autumn Term if it is required.

During the Summer term the current year 1 children will make some visits to Reception to share their experiences and the work that they have done in Year 1. The child's new year 1 class teacher will come across to Reception and spend some time talking to the children to help with building relationships. In the Summer term the children will make visits to their new classroom and parents will be invited to an open morning. During the Summer holidays the children will take home a photo of their new classroom and teacher and may be invited to participate in a simple task which they can complete at home and bring back to school in the Autumn term.