

# Horton Park Primary School



Horton Park Primary  
We Learn to Succeed

## Early Years Foundation Stage Policy

## **Early Years Foundation Stage Policy**

**To Be Reviewed:** Annually

### **Mission Statement: We learn to succeed**

*‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.’*

**(Statutory Framework for the Early Years Foundation Stage, 2021)**

**The purpose of the Early Years Foundation Stage in our school is to:** provide each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to become successful learners.

We will encourage children to develop independence within a secure and friendly atmosphere; to support children in building relationships through the development of social skills such as cooperation and sharing; to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential.

We offer a structure for learning that has a range of starting points and unlimited availability for development through play and a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences.

We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school.

## **THE EARLY YEARS FOUNDATION STAGE CURRICULUM**

The Reception classes at Horton Park Primary School follow the early year's curriculum as outlined in the Statutory Framework for the Early Years Foundation Stage (2021). This clearly defines what we teach.

### **The EYFS is based upon four principles:**

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **Areas of Learning**

The EYFS is made up of **three prime** and **four specific areas** of learning:

The **three prime areas** are:

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

The **four specific areas** of learning are:

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

To support each child in their learning we use the document Development Matters in the Early Years Foundation Stage (EYFS).

## **Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective teaching and learning and the reception teachers plan activities with these at the forefront of their minds. The characteristics highlight the importance of a child's attitude towards learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

**Playing and Exploring** – children investigate and experience things, and 'have a go'

**Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **Role of the Key Person**

Each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs. This helps the child become familiar with the setting and offers a strong relationship for both the child and their parents/carers.

Practitioners at Horton Park Primary School;

- Keep children safe
- Understand and observe each child's development and learning, assess progress, plan for next steps
- Identify any need for additional support
- Support children to develop a positive sense of their own identity and culture
- Value and respect all children and families equally

Practitioners at our school teach children by;

- Ensuring there are challenging and playful opportunities across the prime and specific areas of learning and development
- Fostering the characteristics of effective early learning
- Providing quality high quality interaction and engagement
- Planning and guiding children's activities through a variety of child initiated, adult initiated and adult directed activities
- Reflecting on the different ways that children learn

### **Enabling Environments**

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs.

Enabling Environments;

- Value all people
- Value learning

They offer;

- Stimulating resources, relevant to all the children's cultures and communities
- Rich learning opportunities through play and playful teaching
- Support for children to take risks and explore

### **BREADTH OF STUDY**

Through careful planning and preparation we aim to ensure that children are given opportunities to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

## **TEACHERS PLANNING AND ORGANISATION**

Reception class teachers are responsible for the planning and delivery of the Early Years curriculum in consultation with the Early Years Leader.

The planning objectives within the Foundation Stage are taken from the Development Matters document. All areas are delivered through a well-planned play based approach, with a balance of adult led and child initiated activities. Planning, is based upon topics that have been identified as vehicles of interest to enable us to deliver the children's next steps in learning. Planning is adapted systematically to reflect practitioners' ongoing assessments of pupils.

Discrete Literacy, Maths, Phonics and group reading, and other directed teaching including P.E., PSHE (circle time) and music also take place.

Our long term planning ensures coverage of all areas of learning across the Reception year. Our medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at their appropriate developmental level.

At Horton Park Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. Through our interactions with the children we assess the children's interests, development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

### **Remote Learning**

See Remote Learning policy, Computing policy, Online Safety policy, Acceptable Use policy for further guidance

### **Learning through Play**

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role

in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language with an emphasis on teaching new vocabulary.

## **INCLUSION INCLUDING SPECIAL EDUCATIONAL NEEDS AND MORE ABLE PUPILS**

Our Early Years Foundation stage embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential.

We achieve this by planning systematically in order to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups, those from diverse linguistic backgrounds and our disadvantaged pupils.

We will monitor children's progress and take action to provide support as necessary. Where a specific need is suspected we will liaise with the Special Educational Needs Co-ordinator and seek advice from outside agencies, such as the speech and language service, the educational psychologist and the bi-lingual support services amongst others. We adhere to the Equal Opportunity and Inclusion policies of the school.

## **EQUAL OPPORTUNITIES – Equal Opportunities Act 2010**

At our school we are committed to anti discriminatory practice for all children and families. We respect and value the diversity which exists in our wider community. We are committed to challenging attitudes that promote discrimination, ensuring respect for all and preparing all children for life in a diverse society.

We seek to take advantage of multi-cultural aspects of learning, we encourage our pupils to learn about and be respectful of other pupils' religious beliefs and cultures. We ensure that all children are able to fulfil their potential regardless of race, religion, disability, gender or disadvantage.

## **PUPILS' RECORDS OF WORK**

Children are provided with different opportunities for recording their ideas such as written, speaking activities, and artwork. Children are encouraged to work mixed ability within a group setting as well as working independently. All children are encouraged to work tidily and neatly when recording their work, adhering to the Presentation and Handwriting Policy (see English policy appendix).

## **MARKING**

Children are provided with verbal feedback throughout focussed activities and activities are adapted depending on how pupils engage with the task. Marking of children's work is essential to ensure they make further progress. Work is marked once completed before a child starts the next piece of work.

All work is marked against learning objectives derived from the Development Matters document and related success criteria, in line with the Early Years Foundation Stage (EYFS) marking policy, created in-line with the school marking policy, and includes 'Now' steps. Children are encouraged to self-evaluate their work and are given time to respond to the 'Now' or 'Then' steps relevant to their achievements in a given piece of work.

Photographs are used consistently to record pupils' use of physical resources in their learning.

The Early Years Foundation Stage Marking Policy describes the above in greater detail.

## **ASSESSMENT AND RECORD KEEPING**

Assessment in Reception begins in September when staff complete initial observations of pupils over a two to four week period in order to complete initial baseline assessments of each pupil. Baseline assessments take account of data provided by nursery settings, practitioner judgements during transition activities and home visits. These judgements against the 17 aspects of learning are then moderated between the EYFS teachers, and by an external EYFS consultant to ensure their accuracy. The Reception Baseline Assessment is also completed for each child within their first 6 weeks of joining Horton Park.

Pupil progress from baselines towards the ELGs are monitored on an ongoing basis. This takes place through weekly pupil achievement meetings with the full EYFS team discussing individual and groups of pupils and assessing adaptations to provision to support next steps for pupils.

On a termly basis, pupils are R A G rated to indicate whether they are on-track, on-track but with key areas to develop or require intensive support. These termly assessments are based on evidence gathered by pupils' teachers and key people in the form of observations, including parent contributions, independent work, Literacy and Mathematics books (adult focus activities) and homework all contributing to the pupil achievement discussions.

Pupil observations and records of their independent learning are recorded using Primary Essence; this evidence includes written observations, photographs, videos and 'label images' of independent written work and forms an electronic Learning Journey for each pupil. In order to place high value on pupil-practitioner interactions, only 1x long observations per ½ term and WOW moments will be captured on Primary Essence.

At the end of the academic year, teacher knowledge, observational evidence and samples of children's work throughout the school year will be used to assess children as 'emerging' or 'expected' based on their achievement of the Early Learning Goals set out in the EYFS curriculum this data is then submitted to the local authority.

## **Transition**

At Horton Park Primary School, we recognise that starting school has the potential to be a stressful time for both children and parents. To this end, we have established a strong procedure for transition in to school to ensure that our children and parents are as confident and secure as they can be when starting school.

Beginning in the Autumn Term, potential applicants are offered the opportunity to visit the school. Children are invited to partake in activities in the school library and parents are offered a tour of the school.

During the spring term, members of the Early Years team begin visiting groups of children at Canterbury Nursery School and they and their parents/carers along with nursery staff visit the reception classrooms. This process is supported by the strong links with our 'feeder nursery', Canterbury Nursery School.

Children who attend alternative Nursery settings are also visited in their setting by their new class teacher. All other transition arrangements (parent meeting, admissions meetings and home visit) are the same for these pupils.

The school then holds a new parent's meeting in the summer term before the children start school to provide parents with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child. In addition, parents then attend school to complete an admissions meeting with a member of SLT.

All parents are also offered a home visit prior to their child starting school. This gives children the security of meeting with their teachers in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child.

In the summer term children have further opportunities to meet with their teachers in their classroom on two occasions, once with their parents and once accompanied by Nursery staff to help them prepare for their new experiences.

At the beginning of the school year, to ensure that children are welcomed and supported to explore their new environment, there is a two week settling in period to ensure that children have the time to become secure and familiar with the new routines before starting school full time. For the first week children attend school in the mornings only and for the second week children attend for mornings and then stay for lunch, before building up to full days.

During children's time in Reception a range of shared activities are planned for all classes to help develop children's confidence and to ensure continuity in experiences throughout the foundation stage. Reception pupils make use of the whole school facilities, such as the hall, library, MUGA, field and large playground for appropriate activities to ensure that children are confident and well prepared for moving around the school and for mixing with older children when they move on from the foundation stage. Throughout the reception year, when children are ready they are gradually introduced to whole school activities such as assemblies.

At the end of the Reception year, children have the opportunity to meet with their new teachers in their classrooms on three occasions prior to starting Year One. At the end of the school year teachers have the opportunity to share their knowledge of each child's knowledge, understanding and achievements, including end of year assessment data, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year.

### **Safeguarding our Pupils**

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them in a high quality setting which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Framework (2021)

Safety is paramount and Horton Park Primary School has a robust and effective Safeguarding Policy to ensure the children in our care are protected. *See whole school Safeguarding Procedures and Child Protection policy.*

Our requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021 are as follows:

- To promote the safety and welfare of the children in our care.
- To promote good health, including the oral health of children and prevent the spread of infection by taking appropriate action when children are ill.
- To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development.
- To ensure that adults who have access to children, or who look after children are suitably vetted and trained.
- To ensure that the setting is fit for purpose and that furniture and equipment is safe.
- To maintain records, policies and procedures required for safe and efficient management of the setting.
- To prevent risks to children through detailed risk assessments for all environments the children use (including educational visits) and individual children with specific needs.

Staff in the EYFS follow all safeguarding procedures in line with the school safeguarding and other appropriate policies e.g. the Intimate Care Policy.

Weekly safeguarding meetings take place with the EYFS team; any additional concerns are reported throughout the week to the Early Years Leader and these are dealt with immediately.

### **Positive Relationships**

At Horton Park Primary School we are firmly dedicated towards promoting positive behaviour in all children, ensuring they are respected and valued as individuals. We believe that setting boundaries for behaviour is important for the safety and protection of children, service users and our environment.

### **Staffing Ratios**

Reception classes in maintained schools are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.

## **Parental Involvement**

At our school we aim to establish good relationships with all parents and carers based on mutual respect and concern for the child. We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what their child does at school. We want parents to feel they can speak to us about their child and to feel comfortable in our setting. When parents and practitioners work together in Early Years settings, the results have a positive impact on the child's development and learning.

Parental partnership starts with parent and child visits to the setting, a home visit from their child's class teacher and key person and an admissions meeting with SLT, where we can find out about children's pre-school experiences and share knowledge about the child. These provide the opportunity for staff to gain a whole picture of the child and for the child to be introduced to staff in the secure, familiar environment of their own home. This is an opportunity for parents to get to know the staff and ask any questions they may have.

Parents are invited to attend parent consultations on two occasions each year. In addition, the annual report to parents includes information re: characteristics of effective learning, progress and attainment and future targets in all areas of the curriculum.

Parents are always welcome to discuss their children informally at the end of the school day, alternatively, if they feel an informal chat is not sufficient to meet their child's needs at that time, they are able to arrange a short meeting with their child's class teacher at a convenient time.

Throughout the year, we offer parents a variety of learning workshops to provide advice and information on how they can support their child's learning. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers.

Parents and carers are also invited to regular celebration events within school.

## **Staff Qualifications**

The daily experience of children in Early Years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. We ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection, the equality policy, and health and safety issues. We support staff to undertake appropriate training and

professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

Arrangements are in place for the supervision/appraisal of staff who have contact with children and families. Effective supervision/appraisal provides support, coaching and training for the practitioner and promotes the interests of children.

Supervision/appraisal should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision/appraisal should provide opportunities for staff to;

- discuss any issues – particularly concerning children’s development or well-being
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

At least one person who has a current paediatric first aid certificate is on the premises and available at all times when children are present, and accompany children on outings.

The number of children, staff and layout of premises are taken into account to ensure that a paediatric first aider is able to respond to emergencies quickly.

We ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. For example, staff are in a position to keep records in English, to liaise with other agencies in English, to summon emergency help, and to understand instructions such as those for the safety of medicines or food hygiene.

### **Food Hygiene**

All food provided is healthy, balanced and nutritious. Certified staff members have Food Hygiene Level 1 certificates and follow the correct food hygiene procedures when preparing food and drink.

Fresh water is available at all times and children can access the snack area throughout the session. We record any dietary needs and display these in the appropriate areas. Children are supervised and encouraged to be independent in eating and drinking.

### **Safety of Premises**

At Horton Park Primary School we ensure our premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for

and the activities provided on the premises. We comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

We take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and have an emergency evacuation procedure. We have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which are in working order and checked regularly. Fire exits are clearly identifiable, and fire doors are free of obstruction and easily opened from the inside.

### **Smoking**

We do not allow smoking in or on the premises when children are present or about to be present.

### **Monitoring and Evaluation**

Monitoring will be carried out by the Early Years Leader as follows:

1. **Auditing Planning:** Access to all planning, relating planning to the Early Years Foundation Stage Curriculum and evaluating appropriateness. Also through formal and informal classroom observations when prioritised on the School Improvement plan.
2. **Monitoring of work:** Analysis of pupil's work in work scrutiny and discussions with pupils and class teachers.
3. **Monitoring of observations:** Analysis of practitioner observations of pupils to ensure that they are in line with Early Years observation protocol.
4. **Monitor the Quality of teaching:** Analysis of planning and observations of teaching. Monitor the effectiveness of planning in practice.
5. **Monitoring through pupil achievement meetings:** Discussions with teachers and support staff about the progress their pupils are making gives a clear picture of practitioner knowledge.
6. **Auditing Resources (The Enabling Environment):** Annual risk assessment and ongoing evaluation of resources. Monitor use of resources.

**The subject leader will:**

- Lead by example showing a thorough understanding of the Early Years Foundation Stage.
- Offer support to teachers in assessment, planning, teaching and delivery.
- Work alongside the Headteacher to monitor and evaluate teaching and progress.
- Identify training and development needs, plan and deliver training.
- Manage the resources for the Early Years Foundation Stage, prioritising spending in consultation with staff and in accordance with the Early Years Foundation Stage action plan and SIP.

**Children will be encouraged to:**

- Attend school every day.
- Engage fully in the learning activities provided.
- Keep trying when they face difficulties in their learning.
- Think critically about their learning.
- Be confident to talk about their learning and achievements.
- Make relationships and work sensibly and cooperatively alongside their peers.

**Parents will:**

- Be encouraged to develop positive attitudes to the Early Years Foundation Stage curriculum.
- Actively support their children when talk homework is given.
- Be well informed of their children's progress through access to their online learning journal through Primary Essence, annual reports and parents meetings.

- Be encouraged to add to their child's learning journey at home.
- Endeavour to attend parents meetings and learning workshops which will take place half-termly.

### **Review Process**

Head teacher reports outcomes of monitoring and evaluations to the Governing body half termly. Headteacher, Deputy Head / Early Years Foundation Stage Leader monitor delivery in practice and related planning; feeding back outcomes and development points to staff as appropriate.