



# EYFS Policy

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Adopted by the governing body on

Date December 2014

Signed by  
Chair of Governors .....

Due for review on  
Date

# Newton Burgoland Primary School

## Early Years Policy

*"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."*

At Newton Burgoland Primary School we are committed to providing a high quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to delivering the goals of the Early Years Foundation Stage Framework and our provision meets all of the core principles of the framework. See appendix 1 - principles in practice.

### **Staffing and Organisation**

We have a mixed Reception/year 1 class that has the use of a large classroom and a dedicated outdoor area which enables free flow provision. The classroom provides a stimulating learning environment which incorporates activities linking to all of the areas of the foundation stage. There is a full time teacher, supported by one full time teaching assistant. Other teaching assistants may be deployed in Reception, based on the needs of the children.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Most sessions include free flow access 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. The children in the setting are encouraged to get involved with the planning of new topics and contribute to a topic web at the start of each half term.

## **Planning**

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five. There are three prime areas of learning:

Communication and Language

Physical Development

Personal, Social and Emotional Development

In addition, there are four core areas of learning:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

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.

## **Medium Term Planning**

At Newton Burgoland Primary School we deliver a creative curriculum which is based around a new topic each half term. Medium term planning shows the key learning experiences for each area of the curriculum linked to the objectives in development matters. The practitioners use flexibility in the choice of topics, responding to the needs and interests of individual cohorts of children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in and create a topic web. 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. It includes differentiated adult led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to how the children have responded in the previous week.

### **Effective Teaching and Learning**

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.

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. We are very proud of our outdoor explorers lessons which encourage the children to work together towards a common goal.

### **Observation and Assessment**

At Newton Burgoland 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. During child initiated activities, practitioners make 'snapshot' observations on post it notes or on the ipad. Significant learning achievements are recorded in learning journeys in order to support accurate assessment throughout the EYFS.

From the first half of the Autumn term onwards, the Reception teachers use their knowledge of each child to decide which band of 'Development Matters' 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 baseline is analysed in order to decide on focus areas for each term. All assessment information is closely monitored to ensure that all children are making at least 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 have not yet met the levels (emerging). Judgements against the ELGs are based on ongoing observation; all relevant assessment records; discussions with parents and carers, and any other adults who can offer a useful contribution to the assessment. The head teacher moderates these judgments.

The results of the Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information. They are also provided with a short commentary about their child's skills and abilities linking to the three characteristics of effective learning. All of this information is used to support transition into year 1.

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

### **Parent Partnerships**

In the summer term we have meetings with new parents before their children enter the school so that we can plan to meet the needs of each pupil prior to them attending. This also gives parents a chance to ask any questions and express any concerns that they have about their child starting school.

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each half term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. In the Autumn and Spring terms we hold parents' evenings and in the Summer term we send home detailed reports. In addition there are also regular open mornings so that parents can come into the classroom and look at what their child has been learning. We welcome contributions from home and these are included in the children's learning journeys. These learning journeys are also shared with parents on a regular basis.

### **LOtC**

Learning outside the classroom is very important to our school as it provides children with the opportunity to develop their skills in meaningful contexts and allows them to learn about the wider community.

Over the year, we arrange visits from members of the local community to support our topic work. We also arrange trips for children in the EYFS within the local community, for example visiting the church or walking to the post office. The children take part in several educational visits linked to their topic work. Day to day lessons are also planned to take place in our outdoor areas making the best use of our school grounds. Our outdoor explorer lessons are proving particularly successful for developing personal and social skills as well as promoting a love for learning. We aim to develop the children's awareness of other cultures by exploring different countries, celebrations and religions and we visit a different place of worship each year to support this.

### **Behaviour Management**

Please refer to the school's 'Behaviour Management' policy.

### **Safeguarding**

Please refer to the school's 'Safeguarding Children' policy.

## **Inclusion and Equal Opportunities**

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

- Removing or helping to overcome barriers where these already exist.
- Being alert to the early signs of needs that could later lead to difficulties and responding with early intervention or by involving other agencies as required.
- Ensuring that all children are able to take part in school trips and visits (see policy)
- Stretching and challenging all children.

## **Premises and Security**

Access to the school is via the main door which is locked at all times. The side gate is opened in the mornings to let children through and at the end of the school day. Break times are staffed by adults. It is locked the rest of the time. Visitors are asked to sign in to the school visitor's log and enter through the main door. Staff is 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 classroom doors are kept locked, except when the children enter and leave the setting at the beginning and end of their sessions and when the children access the playground for playtimes and lunchtime. The door to the outdoor area is kept locked when this area is not in use.

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

## **Arrival and Collection of Children**

Children can enter school from 8:40. Parents must accompany the children until the bell goes at 8:45. Each child is marked in on the day's register by the class teacher. Parents/carers wait in the back playground when collecting their child(ren) at the end of the school day and children are handed over. 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 written permission. Parents write a list of people who are able to collect their child. In exceptional circumstances, a parent may give verbal permission over the phone. 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.

If a child is not collected and the parent/guardian is uncontactable, the other names on the child's registration form will be called to collect the child. If no-one on the child's registration form is contactable, the head teacher will telephone the Social Services Duty Officer or Out of Hours Duty Point. Arrangements will then be made for the child to be removed to an appropriate place of protection agreed by the Social Services Department. It remains the responsibility of the Social Services Department in conjunction with the Police to contact the parents and if appropriate, to inform them of their child's whereabouts.

### **Missing Child**

In the unlikely event that a child disappears during the school day, practitioners will; check with all members of staff when the child was last seen and that they have not been collected by a parent/carer, organise a thorough and systematic search of the building and surrounding playground etc, inform the head teacher of the situation and telephone the child's parents or other emergency contact to explain the situation and double check that the child is not there or their whereabouts known. If the child is still unable to be located, the school will notify the police of a missing person.

### **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.

## **Promoting Awareness of Dangers and How to Stay Safe**

We encourage the children to take an active role in ensuring their own safety and involve them in discussions about health and safety issues. For example we have regular visits from fire safety, road safety and E safety experts. We also have visits from the local policeman at appropriate points in the year e.g. Halloween. The children are encouraged to get involved with thinking about the risks during outdoor activities or school trips and how they might overcome them.

## **Risk Assessments**

All of the areas in our school have a risk assessment. Risk assessments are also undertaken for any activities which are different to the usual provision. Risk assessments are also completed for individual children who may need additional support in accessing provision safely.

## **Complaints**

Please refer to the school's 'Complaints' policy.

## **Information for Parents and Carers**

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, school uniform, staffing and food and drink. Newsletters with updates and diary dates are sent out each half term and regular meetings are arranged with new parents. Parents are encouraged to come in and ask if they have questions either after school; if this is not suitable appointments for longer meetings can be arranged in the office.

## **Transition from Pre-school to Reception**

We work closely with our feeder settings to ensure that the children make a smooth transition to school. In the summer term, we visit pre-schools to discuss the new intake of children from their setting. We leave prospectuses with the settings and speak to the children who are coming to are school to ease their transition.

We hold a transition meeting for new parents in the summer term, where we outline daily routines, expectations and discuss the child's interests as well as any worries

the parents may have. The children come into school for a taster day in July. In September, we hold new starters meetings with the parents so that we can make sure they have all of the information they need and address any concerns.

The children start school on a full time basis. Part time sessions are sometimes introduced based on individual needs.

### **Being Active**

The children have access to an outdoor area, which provides a range of physical activities; including soft play blocks, large balls, bats and balls, rockers and digging equipment. The children take part in two PE sessions each week as well as active activities in the classroom (such as mango tango).

### **Food and Drink**

We have fruit and milk available in the classroom which is given out at snack time for children who want it. If children are hungry/haven't had breakfast etc. fruit will be provided earlier. The children are also allowed to bring healthy snacks to school for break times.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and all practitioners have regard to this when putting out food and drink in the snack area or when leading a cooking or food tasting activity.

Parents are provided with information about what children can have in their packed lunches. The school dinner menus are emailed out and available in the school office so that parents and carers can support their children to choose their food. All children in the reception class are entitled to a free school dinner.

### **Illnesses and Injuries**

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhea.

If a child becomes unwell whilst at school, a member of staff will:

- phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.
- sit with the child in a quiet place away from other children, if possible, until the parents arrive.
- if the child has had sickness or diarrhoea, explain the policy of at least a 48 hour clearance of either symptom before the child may return.

In the case of an injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept in the Reception classroom and its contents are in accordance with advice from the Health and Safety. First aid cover is provided at playtimes and lunchtimes. All accidents are recorded in one of the school's accident books and signed by the member of staff who dealt with the incident. The staff member dealing with the incident is responsible for completing an accident slip and this is sent home with the child at the end of the day. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary.

We ask for written parental consent to seek any necessary emergency medical advice or treatment in the future when the children are admitted to school. In the case of a more serious accident to a child, the practitioner/school will contact the parent/guardian to agree a course of action if time permits. If the parent/guardian cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child. The child should not be given anything to eat or drink. If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use. Two adults must accompany the child, and one adult must accompany a member of staff. Should an ambulance be required, one adult must accompany the child or adult. The child's registration form must be taken to the hospital with the child.

**Medicines: please see policies**

**Intimate Care: please see protocol**

### **The Early Years Foundation Stage: Principles in Practice (Appendix 1)**

The every child matters agenda is at the core of the Framework for the early year's foundation stage. It ensures quality and consistency over all of the early years settings.

The EYFS is set out using four themes.

- **A unique child**
- **Positive relationships.**
- **Enabling environments**
- **Learning and development.**

Within these themes are 4 commitments describing how the principles can be put into practise.

The following 4 sections demonstrate how our setting is addressing these principles.

**A Unique Child** Every child is a competent learner from birth who can be resilient, capable, confident and self-assured

### **Child development**

Children in the EYFS should be given the opportunities to be skilful communicators and competent learners.

#### **Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- Providing a broad balanced curriculum based on the areas of learning in the EYFS document.
- Putting communication and language, personal social and emotional and physical development at the centre of learning.
- Differentiation when planning using development matters.
- Baseline assessment to provide accurate assessments in all areas of learning as a starting point and using this to inform planning.
- Early intervention for any child working below their age.
- Providing a stimulating and exciting learning environment

### **Keeping safe**

In the EYFS the children must be safe and protected, be given appropriate boundaries and be encouraged to make the right choices.

#### **Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- Adherence to the health and safety policy in all practice.
- Allowing children to make choices and decisions in some aspects of learning.
- A consistent approach to behaviour management through implementation of the school behaviour policy.
- An open door policy ensuring that the opportunity for dialogue with parents is always available.
- Ensuring that PSED is at the heart of the EYFS curriculum.
- Allow children to manage some risks with greater independence.

**Inclusive practice.**

Children in the EYFS must be included and have equal rights regardless of their background.

**Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- The robust application of the equal opportunities policy within the setting and the school.
- Early detection of those children with specific learning difficulties arising from social or cultural diversity.
- Effective relationships with all parents through an open door policy. So that the opportunity for dialogue is always available.
- Putting PSED at the core of our curriculum.
- Admissions policy and practise.
- Emphasis on enthusiastic and positive acceptance of different ideas and cultures.

**Health and wellbeing.**

Physical and emotional well-being needs is central to the EYFS curriculum as without this children cannot learn effectively.

**Provision**

- At Newton Burgoland School this aspect of EYFS is achieved by adherence to the LA policy of healthy eating.
- Provision of milk to under 5's and free fruit daily for all foundation stage children.
- A free school meal for all children in reception.
- Daily opportunities for physical development through PE ,outdoor learning and play
- Targeted playtime support for children not accessing sports clubs.
- Effective relationships with all parents.
- Positive behaviour management practises.
- Discrete RE/PSHE sessions weekly.

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

**Respecting each other**

Children should be aware of and be able to manage their own and others feelings as well as having a sense of self worth regardless of ability or individual differences. They should be able to form positive relationships with peers and adults and be included in a setting where everybody's ideas are respected and valued.

**Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- Learning environment which welcomes difference.
- Children supported at break times with play coaches and LSA support. Children struggling to make relationships targeted for these.
- Weekly PSED and RE lessons and activities.
- Clear class rules and adherence to the behaviour management policy.
- Open door policy allowing parents immediate access to a practitioner if they have a concern.
- Equal working relationship between teacher and LSA with continuous dialogue about children.
- Practitioners planning together on a weekly basis.

**Parents as partners**

Children and parents are entitled to a setting where diversity is welcomed and respected. There should be open communication between the setting and the parents/carers. There should be a "learn together" ethos where parents and carers are encouraged to be actively involved.

**Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- Parent's opinions taken into account the assessment of their child.
- Parents supported with how to help children at home.
- Equal opportunities policy.
- Early year's policy.
- Open door policy ensuring parents' concerns/questions can be addressed.
- Regular open mornings and parents evenings.
- Newsletters to parents every half term.
- Parent survey each year and parent forum termly.
- Induction literature and meetings arranged at the start of term/prior to starting.

### **Supporting learning**

Children are entitled to be supported in their learning through accurate assessment, thoughtful planning and appropriate interventions in their learning

#### **Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- Accurate baseline assessment and analysis of data.
- Termly tracking on development matters and use of this to inform class targets and planning.
- Early intervention for children who may not reach expected level at the end of the year.
- Differentiation within all classroom activities so that learning challenges all children including SEN and G&T.
- Carefully planned play activities to support all areas of learning.

### **Key person**

The children should have access to a key practitioner so that they feel happy and safe in school and are able to develop independence.

#### **Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- A full time teacher and LSA support all children in the foundation stage. The teacher is responsible for planning and assessment for all children.

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

**Observation, assessment and planning**

It is important that in the EYFS each child is treated as an individual with different starting points. Planning should reflect the starting point and interest of each child and assessment support effectively identifying next steps.

**Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- Accurate baseline at start of the year identifying areas of need.
- Termly tracking against ages and stages.
- Formative assessment and observations used to inform weekly planning so that next steps can be addressed.
- Significant observations to be recorded in learning journeys to inform assessment.
- Moderation to take place throughout the year.

**Supporting every child**

It is important that we work together to meet the individual needs of every child. The achievements of each child should be recorded and celebrated.

**Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- Effective planning involving parents opinions.
- Differentiated activities to support all children's learning.
- Activities that start from the child's experiences.
- Interests of the children contributing to planning.
- Adherence to equal opportunities policy.
- Early intervention for children falling behind or those with SEN.
- A learning journey to be kept for each child.

### **The Learning Environment**

The children in the EYFS are entitled to a stimulating learning environment which incorporates the indoors and outdoors. They should feel safe and their emotional needs should be met.

#### **Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- Planned outdoor learning as a part of all learning activities all year round.
- Free flow to inspiring outdoor area which incorporates all areas of learning.
- A stimulating and comfortable indoor learning environment with appropriate and assessable learning resources.
- Access to all areas of the EYFS curriculum both indoors and outdoors.
- Robust health and safety policy.
- Staff are approachable and children feel confident to go to them for help/support.

### **The Wider Context**

The EYFS should promote successful transitions both from pre-school care and into year 1. The setting should be able to work alongside other agencies to provide the best support for children. Children should have access to the wider community.

#### **Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- Effective communication and visits between feeder settings.
- Induction meetings for new parents and induction day for children.
- Close communication with other relevant professionals.
- Individual tailoring of transition for those children who find this difficult.
- Links with the wider community including assemblies, trips and visitors.

**Learning and development** Children develop and learn in different ways and at different rates. In the 2014 foundation stage there are 3 prime areas of learning: Communication and language, physical development and Personal, social and emotional development. There are four additional core areas: Mathematics, Literacy, Understanding the world and Expressive arts

### **Play and Exploration**

It is important that children receive a rich and varied curriculum delivered in meaningful contexts. Learning should be a balance of adult and child initiated activities.

### **Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- All learning activities planned with play at their core.
- Play activities are planned with development matters in mind.
- Practitioners always ready to intervene in activities to extend and challenge children further.
- Continuous provision is changed regularly to meet children's need.
- Much of the learning takes place outdoors.
- The home corner reflects the present topic and allows children to take on different roles.
- Phonics, Reading and Maths teaching happens daily (adult lead)
- The amount of adult lead activities increase through the year as the children mature.

### **Active Learning**

Learning should be personalised for individual children and children should be encouraged to make their own decisions in learning. Children should be able to access learning mentally and physically.

### **Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- Carefully planned play centred activities for learning.
- Personalised learning and self assessment built into activities.
- Information from parents about learning taken into account.
- Practitioners are always ready to question to provide challenge and move learning forward.
- Providing a vibrant learning environment that always reflects the curriculum and children's interests.
- Continuous provision which enables children to choose own learning.
- Carefully differentiated planning of the curriculum to meet all needs.

### **Creativity and critical thinking**

Children should be provided with open ended continuous provision which allows them to think creatively and make connections in their learning.

### **Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- The Continuous provision of sand, water, paint, play-dough and, role play - adapted as needed to meet learning needs and increase challenge.
- Modelling play and other activities to inspire creative thinking.
- Open ended activities to allow children to take learning where they want to including regular problem solving activities.
- Equal balance given to creative activities as compared to other areas of learning.
- Appropriate questioning and intervention to move learning forward.

**Areas of learning and development**

The setting should give children daily access to the 7 areas of learning outlined at the top of the page.

**Provision**

At Newton Burgoland School this aspect of EYFS is achieved by

- Careful planning for each area weekly to meet next steps of the children.
- Accurate observation and assessment of each child in each area so that learning can be personalised.
- Provision for all areas both indoors and outdoors.
- Specialist coaching in PE
- Adherence to all the requirements for each area as set out in the EYFS document
- Letters and sounds document adhered to in phonics teaching