

# Coleham Primary School



## Early Years Foundation Stage Policy

Date of policy: January 2017  
Date of review: January 2019

### Statement of Intent

“The early years foundation stage (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register.

The EYFS aims to provide:

- Quality and consistency in all early years settings.
- A secure foundation for all children for good progress through school and life.
- Partnerships between different practitioners.
- Partnerships between parents or carers and practitioners.
- Equality of opportunity for all children.”

(Department for Education, 2012)

### Coleham EYFS Vision Statement

At Coleham Primary school, in the Early Years Foundation Stage, the staff work together towards a shared vision of "For Every Child, An Excellent Educational Experience". We guide the development of children's capabilities with a view to ensuring that all children are ready to benefit fully from the opportunities ahead of them and are able to fully exploit all learning opportunities.

We have our own guiding principles and aims for the children in our care.

We aim for the children in EYFS at Coleham Primary School to be:

- Happy, secure and to feel safe
- Independent, self-assured risk takers
- Confident and Resilient
- Excited and Motivated to learn
- Socially strong and able to form positive relationships\*



Mrs Yvonne Rowley

Early Years Foundation Stage Leader, Coleham Primary School

\*Our full EYFS Vision statement is included as Appendix 1.

## **1. Responsibilities**

- 1.1. The Governing Body has overall responsibility for the implementation of the Early Years Policy of Coleham Primary School.
- 1.2. The Governing Body has overall responsibility for ensuring that the physical Early Years Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Governing Body has responsibility for handling complaints regarding this policy as outlined in the School's complaints policy.
- 1.4. The Early Years Foundation Stage Leader will be responsible for the day-to-day implementation and management of the Early Years Policy of Coleham Primary School.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Policy.

## **2. Principles of the Early Years Foundation Stage**

### **2.1. A unique child:**

- Every child is a unique, competent learner.
- Children develop in individual ways and at varying rates.
- Children's attitudes are fluid and can be influenced by others.

### **2.2. Positive relationships:**

- Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike.
- Relationships with parents and carers are also important and will be nurtured and developed.
- Any relationship will be respectful, caring and professional.

### **2.3. Enabling environments:**

- The learning and play environments are vital for supporting and extending a child's development.
- In the classroom and outdoor environment, we observe and assess the children's development and interests.
- Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

#### 2.4. Learning and development:

- Coleham Primary School is organised in a way that encourages children to explore and learn safely.
- There are areas for activities and play, and others for quiet time and rest.
- The setting is designed to enable children to learn and play independently.

### 3. Safeguarding and Welfare

3.1. Safety and security is paramount and Coleham Primary School has a robust and effective Safeguarding Policy to ensure the children in our care are protected. Safeguarding and welfare requirements are given legal force by regulations made under section 39(1)(b) of the Childcare Act 2006. The school aims:

- To promote the safety and welfare of the children in our care.
- To promote good health 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. Further details can be found in the whole school Behaviour Management Policy.
- 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.

3.2. Our full Intimate Care Policy is available on request.

### 4. Collections from School

We recognise that it is not always possible for those with parental responsibility to collect their child from school. In such circumstances, we have clear procedures for the collection of children from school.

- 4.1. We ask that parents give the school notice that an alternative person will be collecting their child. This can be done in advance by completing a regular pick up form (this information is kept on file and it is the parents responsibility to update the school of any changes); by telephoning the school during the day or by informing a member of staff in advance.
- 4.2. We require a person with parental responsibility to inform us each time an alternative person is due to collect their child. For each child's safety and security, we do not accept parents giving universal permission for a person or persons to collect their child on their behalf.

- 4.3. If someone other than a person with parental responsibility arrives to collect a child without the school being informed, the school will telephone someone with parental responsibility to check that it is acceptable to release their child.
- 4.4. In the rare event that a parent is not contactable, a member of the Senior Leadership Team will make the decision to release the child to the alternative person or not. This decision will be made by taking the following information into account:
  - Whether the alternative person is known to the child.
  - Whether the alternative person is known to the school.
  - Whether the alternative person has collected the child before.
  - Whether the alternative person is recorded in the contacts for the given child.

## **5. Relationships**

- 5.1. At Coleham Primary School, we feel it is important for children to learn social etiquette and to develop relationships with peers and adults.
- 5.2. Through all activities and interactions, practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

## **6. The parent / teacher partnership**

- 6.1. The Early Years Foundation Setting cannot function without the enduring support of parents and carers. Relationships between parents and staff are forged during the induction process (please see Appendix 2) and the staff at Coleham EYFS endeavour to nurture these relationships throughout the school year.
- 6.2. Every child is assigned to a key person, this is a safeguarding and welfare requirement. In the case of Reception classes, each child's key person is their class teacher. Parents are informed of their child's class teacher in the Summer term before their child starts school.
- 6.3. We recognise that as a parent, you are the child's primary educator and we recognise this important role through regular engagement including:
  - Parents Induction Meeting, held prior to children starting school.
  - Two open evening events, held prior to children starting school.
  - Inviting parents to stay for lunch with their children in the Autumn term.
  - Two parent meetings during the induction sessions, held prior to children starting school.
  - Annual open classroom / information evening in September.
  - An annual Letters and Sounds parents meeting in September.

- An annual Tapestry parents meeting.
- An annual whole school Relationships and Sex Education parents meeting.
- Asking parents to complete admissions/induction forms, a medical form and to complete a Parent Induction Questionnaire to help us to understand each child's character and personality.
- Having an open door policy to enable parents to come and speak with teachers, should they have any concerns.
- Twice annual formal parents' evenings.
- Events and activities throughout the year which bring together children, parents, the school and the wider community.

## 7. Learning and development

Learning and development requirements are given legal force by an Order made under section 39(1)(a) of the Childcare Act 2006.

7.1. The "prime" areas of learning and development are:

- Communication and language.
  - Listening and Attention
  - Understanding
  - Speaking
- Physical development.
  - Moving and Handling
  - Health and Self-care
- Personal, social and emotional development.
  - Making Relationships
  - Self-confidence and Self-awareness
  - Managing Feelings and Behaviour

7.2. The "specific" areas of learning and development are:

- Literacy.
  - Reading
  - Writing
- Mathematics.
  - Number
  - Shape, Space and Measures
- Understanding of the world.
  - People and Communities
  - The World
  - Technology
- Expressive arts and design.

- Exploring Media and Materials
- Being Imaginative

- 7.3. Learning and development is implemented through a mix of whole class, Adult Led Activity (ALA), Adult Directed Activity (ADA) and Child Initiated Activity. All of these modes of activity are reactive to the child's interests, fascinations and stage of development.
- 7.4. Play is important to learning and development and we therefore do not make a distinction between work and play.
- 7.5. We plan children's activities to reflect their interests and the intended learning outcomes. Assessment for learning is conducted through observation and play and learning activities are adapted accordingly.
- 7.6. We reflect on the different ways that children learn and we support children in demonstrating the three characteristics of effective learning from the Statutory Framework for the Early Years Foundation Stage (please see Appendix 4), which are:
- Playing and exploring.
  - Active learning.
  - Creative and critical thinking.

## **8. Planning for Effective Learning**

- 8.1. Teachers and Teaching Assistants consider the individual needs, interests, and stage of development of each child in their care, and will use this information to plan a challenging and enjoyable experience for each child.
- 8.2. When working with the youngest children, and as part of our introduction to school, teachers focus strongly on children's development in the prime areas, which are the basis for successful learning in the other specific areas.
- 8.3. Teachers complete Long Term (LTP), Medium Term (MTP), Short Term Planning (STP) and Continuous Provision Planning (CPP). These plans include all areas of learning and are cross-curricular.
- 8.4. On a weekly basis, short term planning is produced in response to children's observed interests and fascinations; known levels of development and intended learning outcomes.
- 8.5. Adult Led Activities are planned for by teachers and delivered in small groups by a teacher, teaching assistant or student.

- 8.6. Adult Directed Activities are planned for by teachers and are available to choose from during adult led sessions.
- 8.7. Child Initiated Activities are planned to take place as part of every day. Practitioners use CIA to carefully support children's knowledge and understanding and assess children through observation.
- 8.8. Weekly timetables are carefully balanced to include all areas of learning.

## 9. Assessment

- 9.1. Children are monitored throughout the year on their development and progress in relation to Age Related Expectations.
- 9.2. Evidence of children's learning is built up throughout the year in the form of:
  - Transition notes from previous settings.
  - Photographs and videos.
  - Written observations.
  - Work completed by pupils.
  - Summative and formative assessments.
  - Anecdotal evidence.
  - Comments and evidence provided by parents/carers.
- 9.3. The cycle for assessment is as follows:
  - Baseline assessment:  
Within 4 weeks of the child's start date of Reception.
  - Progress assessments:
    - End of Autumn Term (December)
    - End of Spring Term (Usually the end of March or beginning of April)
    - Towards the end of Summer Term (in June) the Early Years Foundation Stage profile is completed.
- 9.4. Completing the Early Years Foundation Stage Profile

During the Summer term, of the academic year that a child turns five, we complete the Early Years Foundation Stage Profile (EYFSP). Practitioners assess a child's attainment against 17 Early Learning Goals (ELGs) (Appendix 3) and consider whether a child has reached Age Related Expectations (ARE). Judgements are recorded as a child has reached ARE (Expected), has exceeded ARE (Exceeding) or is still working towards ARE (Emerging). The EYFSP provides everyone with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Children have differing levels of skills and abilities across the EYFSP, and it is important that there is a full

assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

We follow the most up-to-date guidance published by the government in the form of the Assessment and Reporting Arrangements (ARA) for any given year.

- 9.5. Where a child moves to a new school during the academic year, we provide an assessment of the child's level of development against the early Learning goals to the new school within 15 days of receiving a request.
- 9.6. These interim assessments are judged by a number of school based levels which use the Development Matters age descriptors and the Early Learning Goals as their basis. They are as follows:
  - 8-20 months some/most/all
  - 16-26 months some/most/all
  - 22-36 months some/most/all
  - 30-50 months some/most/all
  - 40-60 months some/most/all
  - Expected some/most/all
  - Exceeding some/most/all

## 10. Information and Records

- 10.1. Coleham Primary School is required to keep and process information regarding staff, pupils, their parents and guardians and other individuals under the Data Protection Act 1998 and the Freedom of Information Act 2000.
- 10.2. We take our compliance responsibilities seriously with regard to safeguarding all data, information and systems within school.
- 10.3. Coleham Primary School EYFS use an online Learning Journey system, called Tapestry, to collect data and evidence of each child's progress towards the ELGs. Parents are asked for permission to set up a Tapestry profile for their child.
- 10.4. Exercise books for Literacy and Mathematics are used to collect of written evidence of ALA. We also use exercise books as Reading diaries which are used equally between home and school to record reading activities. A selection of these books are kept, for one year, for moderation and inspection purposes.
- 10.5. Photographs and Images consent policy is in place.
- 10.6. Further details can be found in the whole school policies:
  - Data Protection Policy
  - Information & ICT Security Policy
  - E-Safety Policy

## 11. Special Educational Needs and Disabilities

- 11.1. Coleham Primary School is an inclusive school which offers a broad, balanced and creative curriculum which aims to encourage all children to achieve their full potential, including children with SEND.
- 11.2. A member of our Senior Leadership Team is the designated Special Educational Needs Coordinator (SENCO).
- 11.3. Coleham Primary School gives consideration to whether a child may have a special educational need (SEN) or disability which requires specialist support.
- 11.4. If a child's progress in any prime or specific area of learning gives cause for concern, we will discuss this with the SENCO and the child's parents/carers and agree how to support the child.
- 11.5. Further details can be found in the following whole school policies:
  - Special Education Needs and Disability Policy and Information Report
  - The Accessibility Plan
  - The Equality Information and Objectives Policy.

## 12. Health and safety

- 12.1. Further details can be found in the whole school policies:
  - Child Protection policy
  - Health and Safety Policy
  - Supporting Children with Medical Conditions policy
- 12.2. We ensure that all reasonable steps are taken to ensure staff and children in our care are not exposed to unnecessary risks. We complete both an indoor and outdoor risk assessment which is reviewed annually.
- 12.3. The following general Health and Safety safeguards are in place:
  - The statutory adult to child ratio in a Reception class is 1 to 30.
  - A supply of fresh, filtered drinking water is available on the premises at all times.
  - Children's dietary needs are acted upon.
  - A piece of fruit is provided for each child during the morning session.
  - A first aid kit and at least one trained first aider is accessible at all times.
  - Accidents and injuries are recorded in an accident book.
  - A fire and emergency evacuation procedure and policy are in place.

**13. The learning environment and outdoor spaces**

- 13.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 13.2. Equipment and resources are accessible and can be located and used independently by children.
- 13.3. The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.
- 13.4. Activities are planned throughout the learning environment to help the children develop in all areas of learning.

## Appendix 1

**Coleham EYFS Vision Statement**

At Coleham Primary school, in the Early Years Foundation Stage, the staff work together towards a shared vision of "For Every Child, An Excellent Educational Experience". We guide the development of children's capabilities with a view to ensuring that all children are ready to benefit fully from the opportunities ahead of them and are able to fully exploit all learning opportunities.

We aim for the children in EYFS at Coleham Primary School to be:

- Happy, secure and to feel safe
- Independent, self-assured risk takers
- Confident and Resilient
- Excited and Motivated to learn
- Socially strong and able to form positive relationships

All staff deeply care about the children in our school. We treat all children as individuals and promote positive relationships and secure bonds. We make it a priority to form close relationships with families and the wider community to promote the best outcomes for all children. Staff members use consistent boundaries and praise and rewards form the backbone of our behaviour management system. We recognise and value individual's strengths and talents and believe in praising effort and valuing the little steps that really make a difference to a child's progress. We know that by doing this, we are building happy and secure children, who feel safe. Praise and clear boundaries contribute to the confidence and resilience of our children.

Creating children who are independent, not only in their organisational skills but also in their learning, is a high priority for us. We believe that all children are intrinsically capable of amazing things and we develop this through having high expectations of all children. We pose challenges, build confidence and self-esteem, show children how capable they are and support them to reach their potential. We take time to teach independence skills explicitly and support children to develop into well-rounded, ambitious learners. Taking risks is an important part of learning and we have developed both our environments and our teaching and learning strategies to promote children measuring and assessing risks for themselves and in having confidence and resilience to attempt challenges.

Confidence and resilience are key skills for a developing learner. We explicitly teach children to understand the learning process and understand mistakes are valuable learning experiences. Through the Characteristics of Effective Learning, we develop children's active learning skills and help them to understand and respond to feedback. Perseverance is highly valued and praised. We strongly believe that in order to develop resilience, we must teach children to be independent learners who problem solve for themselves and know to keep trying and how and when to access help.

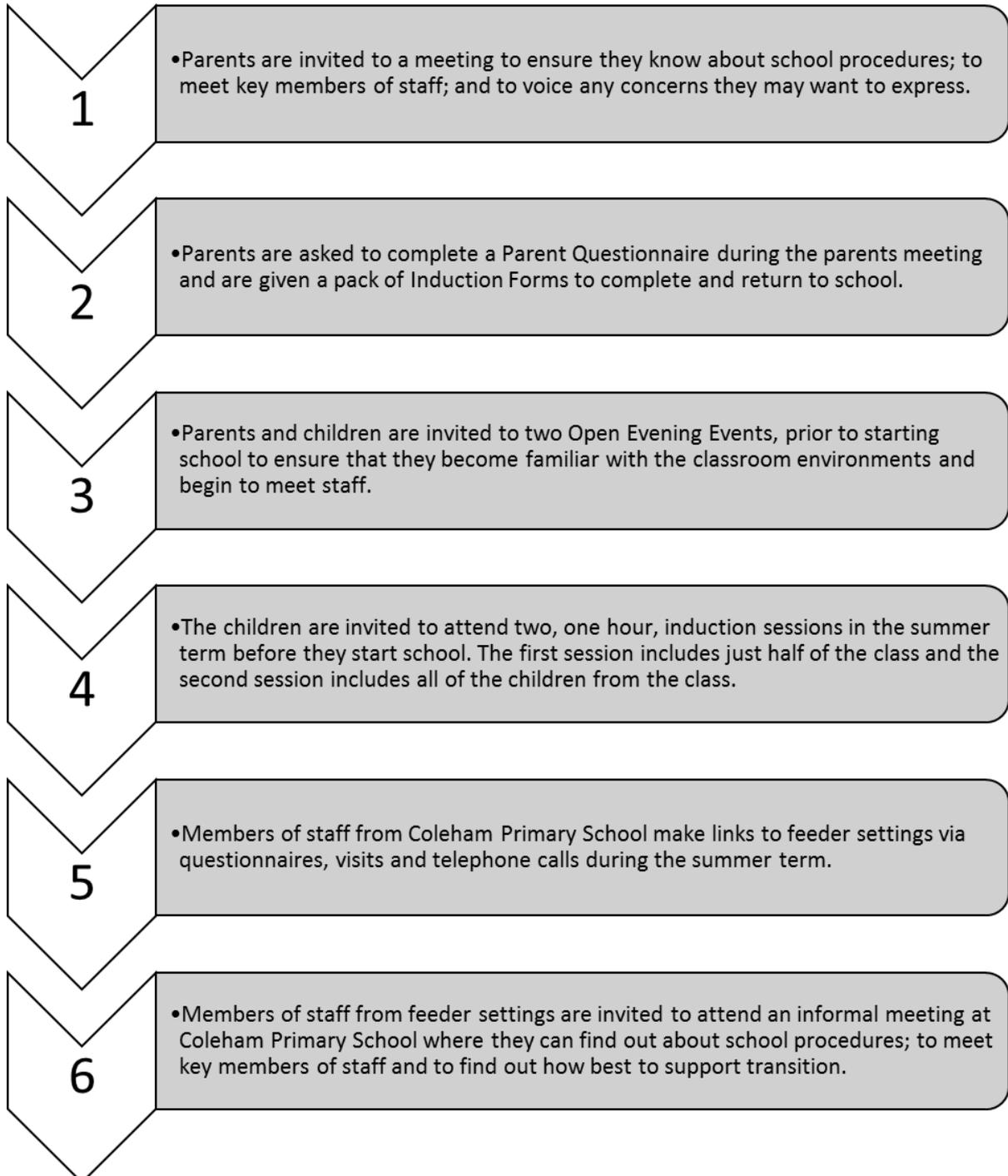
Excitement and motivation for learning are developed through planning fun, engaging and challenging lessons based on the needs for the children. We follow the fascinations and interests of the children and teaching and learning is fast paced to respond to the changing needs of individuals. We provide new and interesting experiences, building on and adding to the range of activities children will have had at home or through pre-school experience. We make learning purposeful and rooted in real-life contexts, where possible, so that children have motivating reasons to learn and to help them to apply their knowledge to a range of situations.

We set social development at the core of our learning and understand the value of harmonious relationships, friendship and kindness. Children are encouraged to become well-rounded and sociable through the modelling of positive interactions and language at all times. We spend time getting to know families so that we can celebrate each child as an individual and promote mutual respect, understanding for the diverse cultural backgrounds of others and develop a strong moral ethos in every child. We employ a child-led problem solving approach to conflict resolution and hold children responsible for their actions and behaviour. We teach about honesty, co-operation and respect. While teaching children to be assertive, we balance this with empathy and understanding for others and support children to solve their friendship problems independently, where possible.

## Appendix 2

## Coleham Primary School Induction Process

The following process is in place to ensure children's successful transition to their reception class:



## Appendix 3

## The Early Learning Goals

<b>Communication and Language</b>	
Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
<b>Physical Development</b>	
Moving and Handling	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
Health and Self-care	Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
<b>Personal, Social and Emotional Development</b>	
Self-confidence and self-awareness	Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
Managing feelings and behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Making relationships	Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
<b>Literacy</b>	
Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.
Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<b>Mathematics</b>	
Number	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
Shape Space and Measures	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### Understanding the World

People and communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.
Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### Expressive Arts and Design

Exploring and using media and materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Appendix 4

The Characteristics of Effective Learning

**The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected.**

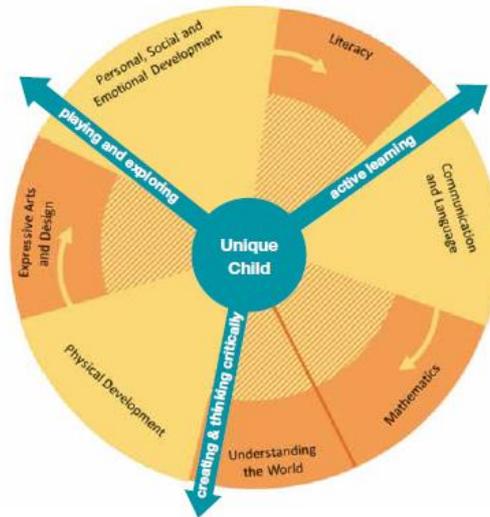
- The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.
- The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.
- The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



**Prime** 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 include essential skills and knowledge for children to participate successfully in society.

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

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(Department for Education, 2012)