



Tickford Park Primary School

Early Years Policy

Date: *September 2021*

Person responsible for policy: *Foundation Stage Leader*

Date of approval: 9.9.21

Approved by: *Full Governing Body*

Cycle of Review: *Biannually*

Date next review is required: *July 2023*

Introduction:

The Early Years Foundation Stage applies to children from birth to the end of the Foundation year. At Tickford Park Primary School (TPPS) children are admitted to Foundation Stage in the September after their fourth birthday.

The Governors of TPPS have overall responsibility for the implementation of the Early Years Policy, and ensuring that the policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

Aims & Objectives:

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation:

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

At TPPS we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience, as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond, and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers, to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment, which is sensitive to the requirements of the individual child, including those who have additional needs.

Structure of the EYFS:

Our Foundation Stage comprises of two classes with a current maximum capacity of 50 children per cohort. The area has a large inside area with free flow access to our outside learning space. We also have use of other areas of the school such as the main hall.

Curriculum:

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

Within this framework there are four guiding principles which shape our practice.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers;
- **Children develop and learn in different ways and at different rates.**

The EYFS framework also includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development**

The prime areas are strengthened and applied through 4 specific areas:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

The EYFS curriculum also includes the Characteristics of Effective Learning.

- **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

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviours and observing the context of children's play is essential.

Teaching:

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create Long Term and Medium Term plans based on a series of topics each of which offers experiences in all seven areas of learning. At the beginning of each topic the children are encouraged to share their ideas knowledge of the topic and these ideas are then used to inform our short-term weekly planning, alongside our observations which identify areas to focus on.

Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: *'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'*.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

Assessment:

At Tickford Park School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. We record our observations in a variety of ways and everyone in class is encouraged to contribute and these observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers via Tapestry and their comments.

Within the first 6 weeks that a child starts Foundation Stage, staff will administer the Reception Baseline Assessment (RBA) alongside our own Baseline assessments.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in, when possible, partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Safeguarding:

The safety and welfare of our children is paramount at Tickford Park Primary School. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Only the class iPads are used to photograph children (for Tapestry observations and assessment purposes) and children must be appropriately dressed in photographs. We adhere to the permissions given by parents regarding the use of photographs of the children.

Tickford Park Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The EYFS teachers hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Tickford Park Primary School. Backing up this policy is a dedicated safeguarding team which includes Designated Safeguarding Leads, one of whom is the EYFS Lead. Staff have access to the 'CPoms' safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. Staff will not clean children, unless there is an intimate care plan already in place, but will support in making themselves more comfortable and parents will be informed.

Inclusion:

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace.

We ensure the individual needs of high achieving children are met and their talents fostered. We ensure that all children are challenged appropriately to reach their full potential.

Early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies.

Transitions:

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care.

At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend a number of introductory sessions develop familiarity with the settings and practitioners. Our teachers also visit the nurseries and preschools, to familiarise themselves with the children further and talk to their keyworkers. Parents/carers are allocated a home visit, by the class teacher and TA. This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have. All of these procedures are aimed to ensure the children and families are 'School Ready'.

At the end of the EYFS, the EYFS teachers meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data and writing books are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Year 1 classroom and with the Year 1 teachers to ensure that they are familiar and comfortable with their new teacher and are 'Year One Ready'.

Working with parents:

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development via Tapestry and Parent-Teacher Consultations as well as informal discussions. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person (their class teacher) who ensures that their learning and care is tailored to meet their needs.

Monitoring of the EYFS:

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information

is shared with the Headteacher and other member of the Senior Lead Team and Foundation Stage Team as appropriate and any necessary actions are taken.

All adults in the Foundation Stage Team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.