



THE HILL
PRIMARY ACADEMY

Astrea Academy Trust
INSPIRING BEYOND MEASURE

Early Years Foundation Stage Policy

Date	September 2018
Written by	Catrin Steele – EYFS Lead
Adopted by LECC	
Review Date	September 2019

The Hill Primary Academy Early Years Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children join FS1 (Nursery) the term after their third birthday. They then start full time school, FS2 (Reception) in the September of the year in which they are five.

The EYFS is based upon four principles:

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

Our Vision:

At The Hill Early Years Foundation Stage, we believe that all children are entitled to a Good Level of Development. We strive to ensure that each child overcomes any barriers to learning on their individual pathway towards achieving their full potential.

Professional Development:

Within our unit, we have a team of highly motivated and trained staff, who provide excellent role-models for our children. Both the nursery and reception classes are supported by qualified staff. All teachers and support staff in the Foundation Unit attend after school Professional Development Meetings, with agendas closely linked to targets identified on the EYFS action plan.

Teachers attend termly early identification SEN meetings with outside agencies including Community Nursery Nurses, health visitors and staff from feeder pre-school settings, to share information about current children in the Foundation Stage and new children on the admissions list. These meetings ensure early identification of, and possible strategies for our children. Staff also attend regular meetings with an SEN consultant to discuss strategies to eradicate current barriers to learning, for example, 'communication and interaction' and 'physical development' programmes of work.

Teaching staff attend half-termly early year's meetings with our hub schools. Agendas are linked to national initiatives and moderation. Staff keep up-to date with ideas and new initiatives through regular CPD, websites such as Pinterest and Twitter.

A Unique Child:

We recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways and at varying rates and our staff use observations and knowledge of early years pedagogy to skilfully to analyse and support children in their next steps of learning. The EYFS 'Characteristics of learning' are embedded through our outstanding continuous provision and sensitive adult interactions develop deep sustained shared thinking. Children are encouraged to develop their independence, curiosity and problem solving skills. In our nurturing environment we use praise, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion:

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at The Hill Early Years Foundation Stage are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. 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.

In our Early Years, we set realistic and challenging expectations that meet the needs of all our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. Further information can also be found in our SEN report which is on our school website or can be made available if requested. Our Special Educational Needs and Disability Co-ordinator (SENDCO) is Mrs Karen Halford, who can be contacted via the main office. She co-ordinates a team of people to provide additional support for our more vulnerable children.

We meet the needs of all our children through:

- * Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- * Valuing parental contributions to their child's learning.
- * Using a wide range of teaching strategies based on children's learning needs.
- * Providing instant marking and feedback to support and extend skills.
- * Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- * Providing a safe and supportive learning environment in which the contributions of all children are valued.
- * Using resources which reflect diversity and are free from discrimination and stereotyping.
- * Monitoring children's progress and taking action to provide support as necessary.
- * Working with outside agencies to continually update SEN support and provide relevant speech and language, physical development and social interaction schemes when required

Welfare:

At The Hill Early Years Foundation Stage, it is important to us that all children in the setting understand how to stay safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children are allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. All staff are aware of and follow our whole school safeguarding procedures. (See Whole School Safeguarding Policy).

Every pupil should feel safe and protected from any form of abuse. The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As is stated in *Keeping Children Safe in Education (2018)*: "Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child"

We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- *Ensure that children are kept safe in education
- *Promote the welfare of children.
- * Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- * Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- * Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- * Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- * Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- * Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements. "Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them." (Statutory framework for the early years foundation stage, April 2017)

To ensure children are discharged safe at the end of the day, we hold a list of parent nominated people whom are to collect a child in the absence of the child's parent. Children will not be allowed to leave with anyone who is not on list unless a message has been given verbally to the teacher or via telephone through the office. Any child that is uncollected will be looked after in school while parent or carer is contacted. If contact cannot be made the secondary contacts will be contacted. If we are unable to make contact we will inform the Designated Safeguarding Lead (DSL) who will attempt further contact. If contact is still not made after 30 minutes the local authority safeguarding team will be contacted.

<https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/worried-about-a-child/>

At The Hill we recognise that everyone is responsible for the safeguarding and welfare of our children. Should a concern arise it will be reported to our Safeguarding team:

Nicola Lawrence – Designated Safe Guarding Lead

Jack Kilner – Learning Mentor/ Deputy Safeguarding Lead

Sue Miller – Home/School Safe Guarding Officer

Positive Relationships:

At The Hill Primary Academy we recognise that children learn to be strong, independent individuals through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Staff work with all children in the unit. However, each child has a 'Key worker' who works more closely with them to observe progress and keep individual E - Learning Journals (Tapestry) up to date.

Parents as Partners:

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children and believe that a strong partnership between home and school is essential to a child's success.

We do this through:

- * Talking to parents about their child before their child starts FS1 in our school through home visits.
- * Providing the children with the opportunity to spend an induction morning/afternoon in the Foundation Unit before starting FS1 and FS2.
- * Inviting all parents to an induction meeting during the term before their child commences FS2.
- * Encouraging parents to talk to the child's teacher if there are any concerns.
- * Using 'wow moment' cards for parents to send into the setting to inform staff of any significant learning achievements at home.
- * Encouraging parents/carers to support their child to complete dinner selection then explore alongside their child for the first 10 minutes of the day. (This will reduce in the term as children become Year 1 ready.)
- * Encouraging parents to come into the setting to share their knowledge and skills.
- * Provide training for parents/carers on how to use the On-line Learning Journal – Tapestry
- * Encourage Parents/carers to contribute evidence towards their child's E-learning Journal
- * Holding termly 'Stay and Play' sessions for parents, where parents are invited to play alongside their child for an extended length of time. This gives parents the opportunity to develop a greater understanding of the Early Years curriculum, gain more of an understanding of our expectations and chat with the teacher about their child's progress.
- * Providing termly curriculum newsletters.
- * Providing regular 'tweets', Marvellous Me and blogs to show activities and learning of the day/week.
- * Providing up to date Parent's noticeboards and informative display boards to explain EYFS practice.
- * Encouraging parents to comment on the FS and suggest improvements through regular questionnaires.
- * Reporting on their child's attainment and progress at the end of each academic year during their child's time in the Foundation Stage on the annual reports.

Enabling Environments

At The Hill Early Years Foundation Stage, we recognise that the environment plays a key role in supporting and extending the children's development. The unit is organised to allow children to explore and learn securely and safely where there are areas to be active or be quiet and reflective. Excellent, well organised provision, both indoors and outdoors, encourage creativity and independence. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities, experiences and provision to extend the children's learning. Staff are aware of children who join us with limited or lack of experience and plan accordingly.

Children are nurtured to develop self-confidence and make decisions. Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. We encourage our children to communicate with others as they investigate and solve problems. Children have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

At The Hill Early Years Foundation Stage, we believe that experiences in the outdoor environment are vital to a child's development. Our 'quad' provides a larger learning environment for gross motor skills and the opportunity to dig, construct and explore on a large scale.

Health and Safety

At The Hill there are clear procedures for assessing risk (see whole school risk assessment policy) that includes procedures for keeping children safe during outings and for any aspect of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2017, at The Hill we undertake:

- A whole school Supporting Children with Medical Needs policy ensuring that there are systems in place to ensure that medicine and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless a doctor, dentist, nurse or pharmacist has prescribed them. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer and this will be administered by a qualified first aider. At The Hill a written record is kept each time a medicine is administered to a child and the child's parents and/or carers are informed on the same day. (Statutory framework for EYFS 2012).
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- Each classroom has a sink area and children are provided with a healthy snack in school.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. Several members of the EYFS staff have paediatric first aid training.
- A health and safety policy and procedure which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- A code of conduct policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

Learning and Development

Due to the fact that many of our children join The Hill Early Years Foundation Stage with limited experiences, planning is based around half termly themes to enrich children's knowledge and skills. These plans are used by the EYFS staff as a guide for weekly planning, however staff may alter these in response to the needs (next steps and interests) of the children. Staff follow the 'Teach-practise-apply' model in order for children to consolidate skills and then apply them independently through self-initiated activities. Observations are captured on i-pads, analysed and next steps identified and acted upon through provision or 1:1 input. Assessments are then transferred onto the Otrack assessment system and analysed regularly as the children progress towards the EYFSP. 'Curriculum gaps' for groups and individuals are identified to inform future planning. Pupil progress meetings identify individuals/groups who require extra target work to enable them to achieve at least the expected progress on their individual journey towards achieving a Good level of Development.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. The parents are given the opportunity to discuss these judgements with the teacher and both parents and children are encouraged to complete a feedback sheet.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stages 1 and 2. We use immediate marking and feedback with 'Child friendly' success criteria to allow children to self-assess and take immediate action against misconceptions.

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime areas:

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

Specific areas:

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. For the younger children on entry to FS1, more time may be allocated to addressing needs in the prime areas of the curriculum. All areas are delivered through a balance of adult led and child initiated activities. In each area, there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the Foundation Stage practitioners to follow the principles stated in this policy. TMB have the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.