

Ingleby Mill Primary School

Early Years Foundation Stage Policy



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"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."

"Statutory Framework for the Early Years Foundation Stage",
Department for Education, 2012

At Ingleby 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 the purpose and aims of the Early Years Foundation Stage Framework.

Staffing and Organisation

At our school, the Foundation Stage extends from the age of three in the Nursery and continues to the end of the Reception year.

Each morning and afternoon the nursery has thirty-nine places staffed by one teacher and two teaching assistants. Parents and carers can select through prior arrangement when their child attends nursery. The choices are: mornings only, afternoons only, two and half days at the beginning of the week or two and a half days at the end of the week. There are also up to nineteen thirty-hour places. The nursery is part of the school, but is a secure environment resourced specifically for young children. It includes a separate entrance, indoor and outdoor provision.

At Ingleby Primary School, we have two Reception classes each with the use of a large classroom and dedicated indoor and outdoor areas. The whole reception area is organised into learning zones for the children to access. There are two teachers, supported by two teaching assistants.

Other teaching assistants may be deployed in EYFS based on the needs of the children.

Staff are organised to support the children through 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.

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 specific 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 Ingleby Primary School, we deliver a creative curriculum, which is based around a new topic or theme. In nursery, the topic changes weekly and in reception each half term. Medium term planning shows the key learning experiences and learning objective for each area of the curriculum.

Practitioners use this flexibly, choosing learning experiences to meet the needs of the children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in. 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 adult led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous week's observations and assessment of the children.

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 across the EYFS setting, 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's observations and through gap analysis on Target Tracker.

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. In Reception, there are adult-led activities that introduce the children to completing more formal tasks in exercise books.

Observation and Assessment

At Ingleby Mill 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 and group activities, practitioners make observations and take photographs using iPads or iPods. Sometimes photographs are uploaded onto Target Tracker and simple notes are added to give the observation context. The learning statements are also highlighted. Photographs are also uploaded onto SeeSaw to enable parents/carers to have an insight into their child's learning.

These observations are evidence for the teachers to assess the children on their progress and this is done through Target Tracker. Statements are reviewed regularly and Steps are reviewed every half-term. The Steps link

to the bands of Development Matters. This allows learning opportunities to be pitched appropriately. This information is closely monitored to ensure that all children are making good progress.

During the Summer term in Reception, 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. Judgements against the ELGs are based on ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

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.

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the local authority.

Working in Partnership

We recognise that children may access EYFS provision through other providers throughout the week and that all providers have an equally important role to play in their early years' experiences. We seek information about the other settings that our children attend so that we can establish communication about their learning and development.

Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. Resources are clearly labeled and organised into learning zones, enabling the children to access them with a high level of independence. Practitioners regularly evaluate the effectiveness of the learning zones and make adaptations as necessary.

Parent Partnerships

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. In the Autumn and Spring terms we hold parents' consultations and in the Summer term we send home detailed reports. In Reception, the children take reading books home. Throughout the year, there are parent's meetings and workshops to give parents and carers information about the Early Years curriculum. We use *Marvellous Me* and *SeeSaw* to send information to parents and carers about their child's success in during the school day and to give reminders about events. Home Learning activities are set on *SeeSaw* for both Reception and Nursery on a weekly basis.

Community Links and the Wider World

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 farm or theatre. 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. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

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 quickly and appropriately, involving other agencies as required;
- stretching and challenging all children.

Please refer to the school's SEND policy.

Premises and Security

All access to the school is through the main school door or nursery door, which is kept locked. Staff use a key card to gain access to the building and sign in and out. The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign in to the school visitor's log and are given a visitor sticker to wear. Staff are aware of their role in challenging anyone who is not recognised and asking for identification from anyone claiming to be from an outside agency.

Arrival and Collection of Children

In Reception, children can enter school from 8:30, until 8.45. Parents must accompany their child to the classroom door where they will be greeted by either the teacher or teaching assistant. Each child is marked in on the day's register by the class teacher. Parents and carers use the external classroom doors when collecting their child(ren) at the end of the school day. If a child needs to be collected during the school day, parents report to the school office.

The children come into nursery through their the separate nursery entrance between 8.30 and 8.45 am, if they are staying for the morning children are collected between 11.15 and 11.30. Afternoon sessions are 12 until 3pm.

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. If there are queries regarding a child's collection, the class teacher will contact the child's parent or carer to discuss the situation with them.

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, the children may take on the role of a 'Danger Detective' and look for possible hazards around the classroom or use photographs of a place that they will visit on a school trip to complete their own risk assessment.

Complaints

We always aim to answer any questions and/or resolve any issues as quickly as possible and would encourage parents/carers to come and talk to us. Please also 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, staffing and food and drink. There is a parent's notice board located in the cloakroom area in nursery and at the main door into Reception.

Being Active

The children have access to an outdoor area, which provides a range of physical activities; including play blocks, large balls, bats and balls, wheeled vehicles and digging equipment. They are also able to access the trim trail on the main playground.

Food and Drink

We provide a snack in the Reception every morning. A range of healthy snacks are available, supplied by "The School Fruit and Vegetable Scheme". Children are supported to wash their hands with soap before selecting a snack. They also have access to their water bottle, which they bring to school from home.

In nursery, there is a rolling 'Toast Time' where the children can sit down at a table to have a slice of toast. They also have access to fruit snacks. The snack table is cleaned at the beginning of each session with an antibacterial wipe and is regularly checked throughout the session. A procedure for maintaining hygiene in the snack area is displayed for all staff to refer to.

All food is stored according to manufacturer's recommendations and in line with food hygiene legislation.

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 can be stored safely in a packed lunch, including how to keep lunchboxes cool, as they are not refrigerated. The school dinner menus are displayed in the classrooms and at the main Reception door area so that parents and carers can support their children to choose their food.

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 and carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. In early years it is advised that children not return to school within 48 hours of a bout of sickness or diarrhoea.

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

- phone the parents or 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 early years advice of at least a 48 hour clearance of either symptom before the child may return.

Advice relating to notifiable diseases is displayed in the school office.

In the case of an injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept in both Early Years areas and its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. 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 and carers may be contacted by telephone to inform them of an injury if deemed necessary.

Training for prescribed medication that is invasive i.e. EPIPENS etc is available via the school nurse. If an individual child requires a care plan, this will be drawn up in partnership with parents, school and as appropriate with the school nurse.