

Wye Forest Federation

Redbrook Church of England Primary School

St Briavels Parochial Church of England Primary School



EYFS Policy

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	18.1.2024
Implemented:	January 2024
Revised	
Review date:	1.1.2025

Introduction

This policy was updated by Jeremy Gazzard January 2024

The Nature of the Early Years Education

In this policy document the 'Early Years' refers to children under the age of five and those who are five in the reception classroom. This policy applies to Sunflowers and Bluebell class at St Briavels and Robins reception children at Redbrook.

At the Wye Forest Federation we believe in providing a secure foundation for future learning and development for our children. Our EYFS curriculum allows children to develop interpersonal skills, build resilience and become creative thinkers. We aim to provide a progressive, challenging and rich educational environment that enables each individual to thrive! Reception and Nursery staff work closely with each other to ensure continuity and consistency between the foundation stage. Our Vision statement '*Love, Learn, Live*' is at the heart of everything we do.

Learning in Early Years is Values-based and built around our bespoke 'drivers'. Our School Values; **Respect, Resilience, Courage and Compassion** and the 'key drivers' **Diversity, Active, Independence and Belonging** shape how we behave, what we say, how we build relationships and how we learn. They are incorporated in every aspect of life in the federation. Every child is recognised as a unique individual. We celebrate and welcome the differences within our school community and strongly believe in the ethos of **No Outsiders**.

Entitlement

The development of the whole child is crucial and provision in the Early Years can underpin future attitudes to learning. With this in mind, the Early Years team believe that:

- The child is at the centre of decisions about the curriculum.
- The curriculum reflects the way that young children learn, through purposeful and well-planned play and first hand experiences.
- We take account of children's previous learning in other Foundation Stage settings and ensure the next steps in achieving his or her potential are appropriate.
- The curriculum is planned to ensure coverage, continuity and progression in the development of the Characteristics of effective learning within the prime and specific areas of learning and development
- The environment (both indoors and outdoors), is well planned and resourced to promote independence.

- Children's learning will not be compartmentalised into subjects, but will enable them to make links throughout all areas of learning.
- Opportunities to teach children 'In the moment' as well as a balance between child and adult led play/activities
- Practitioners work in partnership with parents/carers throughout the year through formal parent/teacher meetings and regular parent pop in sessions.

Planning in Sunflowers (2.5 year olds – Pre school)

Planning is responsive to the immediate interests of the children, built on ongoing observations, considering a relevant and inspiring curriculum for all children. A progressive, long term plan is in place with a balance of 'In the moment' planning following children's interests. As children develop we ensure a balance between adult-led and child-initiated activities as appropriate for the age and stage of development.

Planning in Bluebell and Robins Class – Reception

Planning for the year ensures progression of knowledge and skills through termly 'Big Questions'. Each 'Big Question' links to the needs of the children, their interests and stage in their learning. It provides them with the **knowledge** they need to prepare them for the KS1 curriculum.

Staffing, equipment and resources

We ensure that staff looking after children are suitable; they must have the relevant qualifications, training and have passed any checks required to fulfil their roles. We take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. All staff who have obtained a level 2 and /or level 3 qualification since June 2016 **must** obtain a Paediatric First Aid qualification within 3 months of starting work in order to be included in the required staff ratios at level 2 or 3 in an early years setting. We make a list available to parents showing staff PFA certificates.

The Foundation lead/practitioner ensures that appropriate resources are provided. Resources are carefully chosen so that they inspire children and support the curriculum. These resources are monitored and updated. Resourcing is progressive and ensures children are exposed to the correct resources at the right time to take their learning forward e.g. moving from a trike to a balance bike and finally a pedal bike.

Bluebell class has 2 part time teaching assistants, who have a crossover day, in order to ensure the highest quality provision for children. Every child in Sunflower room has a key worker responsible for their next steps and development. Robins class at Redbrook have a teaching assistant every morning. Flexible staffing adheres to the child/staff ratios and ensures workload is shared and appropriate for staff members.

Involving Parents

Parents play a vital role in their child's development and are vital to their child's education. All parents are invited to:

- A 'new to school' parents evening in the summer term prior to the children starting school.
- A phonics workshop to inform and work with parents about how young children learn to read.
- 'WOW' vouchers, for parents to use with their children at home, are available to support the home/school links.
- Parents are encouraged to share achievements at home and can access and contribute to their child's learning journey on a weekly basis.

For children whose home language is not English, we may take reasonable steps to provide opportunities for the children to develop and use their home language in play and learning, supporting their language development at home.

Assessment and Record Keeping

We are not driven by assessment and tracking.

Assessment serves children's learning and our curriculum. Most assessment is formative, so that it quickly helps us to make a difference to children's learning. Some summative assessment is carried out to help gauge attainment against the Early Years Goals during the summer term. The children's attainment against the Early Learning goals is determined by gathering our teaching team's collective knowledge of the child, through observations of the child at work and play, assessment tasks to check understanding against specific maths, phonic and writing criteria, and evidence of conversations with the child and other work collated in their 'Wow' book or on Tapestry observations. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners **are not required** to prove this through the collection of physical evidence, as stated in the updated 2024 EYFS STATUTORY Framework. Our aim is for the system to be proportionate, and to ensure it is not overly burdensome. Children complete the Standards Testing Agency Reception Baseline Assessment on entry into Reception class. This includes children who start Reception later in the year.

This information is collated onto INSIGHT. The EYFS Lead and lead practitioner teachers input the data onto INSIGHT three times a year using the checkpoints as guidance from Development Matters 2021. Nursery produce their own spread sheets with The Nursery

Lead and EYFS lead to analyse the information in order to take action for individual children, or groups of children, as needed. (See Sunflower Assessments below)

Our objectives:

- Dialogue with parents, so that we can work in a respectful partnership to support children's learning at home and at school
- Dialogue with children, focused on how they learn, to promote metacognitive thinking
- Early identification of children who need temporary extra help, and children who may have special educational needs
- Checking that individual children, and groups of children, are making progress and taking prompt action where this is not the case
- Reporting formally to parents and to the receiving reception/year 1 teacher in the summer so that children can continue their learning journey through the EYFS as seamlessly as possible and be ready for the next stage of their learning.

Sunflower assessments.

All assessments are based on the Development Matters , with some additional input from the Birth to Five Matters document from the Early Years Coalition, to gain a holistic assessment of the child. The child is assessed on track/not on track for their age. This information is then entered into Insight Tracker.

Initial Assessments

This is carried out in Sept or Jan depending on intake start date. The Key Person has initial meetings with the parents to discuss 'settling in' of their child to the setting. Further meetings are facilitated if there are any issues which arise.

November Data

This is added to Insight tracker.

(2-3s Sept starters, this would be 2-year check if not having had a 2-year check at a previous setting)

March Data

This is carried out late Feb –early March. Parents are then invited to have a consultation with KP about their child's progress.

(2-3s Jan starters, this would be 2-year check if not having had a 2-year check at a previous setting)

End of year report

A written report is produced in late June/early July for all children attending the setting and parents are invited in for a consultation. Parents are given two copies of each report, one to keep and one to comment/sign to give back to setting. This report contains useful information to be forwarded on to the school and is shared in a meeting with the class teacher.

2-3s

This is carried out late June –early July and report produced mid-July. Parents are invited to chat with their child’s Key Person about the report. If a child currently attends a greater number of sessions in another setting, the Lead contacts that setting to get their 2 year Check and to share information about that child’s progress. Parents are given two copies of each report, one to keep and one to comment/sign to give back to setting.

Monitoring and Evaluation

Monitoring of the Foundation Stage includes:

- Termly learning walks by Lead practitioner and senior management team/head teacher
- Monitoring of the seven areas of learning through our online data tracker ‘INSIGHT’ and online learning journey.
- Monitoring of the Characteristics of effective learning through observing interactions with the children and developing these through play.
- Regular planning meetings to ensure continuity of provision.
- Annual action plans to identify key areas of development within the Foundation Stage
- Children’s attainment and progress is discussed with SENCO and SLT termly and reported on at the end of the year to the Local Authority, parents and year 1 teacher.

The EYFS staff are involved in termly moderation sessions throughout the year (both in school and offsite at other schools). This helps staff recognise the importance of judging children’s ‘best fit’ and enables consistency in our judgements. See Moderation plan – appendix 3.

SEND

All children, whatever their stage of development or ability will be encouraged to participate fully in all activities and be motivated to reach their full potential. Those perceived to have SEND, for any reason, have individual help and support from the classroom teacher and

teaching assistants. If necessary, children are entered on the SEND register and their development is monitored (see SEND policy).

Equal opportunities

All children are given equal access to all activities undertaken in school. We aim for each child to make progress in line with his/her abilities irrespective of gender, social background, ethnic group or physical ability

Health and Safety

All Early Years children are made aware of the need for some simple, basic rules within the classroom and school in order to keep themselves and others safe. They are taught about safe use of equipment and a full and comprehensive safeguarding policy is in place. Access to water is always available and hygienic food preparation areas for healthy food snacks are available in class. Staffing arrangements must meet the needs of all children and ensure their safety. Our lead practitioners ensure that children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met. We inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight **and** hearing of staff and always within sight **or** hearing. **Whilst eating, children must be within sight and hearing of a member of staff.**

Safeguarding

We adhere to the school safeguarding policy which includes the action taken when there are safeguarding concerns about a child, the action to be taken in the event of an allegation being made against a member of staff and how mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting. We make sure that all access points are monitored, gates are locked and children are supervised when working in areas with access points. Parents are encouraged to leave their children at the gate when entering school, and are escorted into and out of school if they are required to come further into the setting. At home times children are handed over to their parents and carers, a password system is in place for times when children are being handed over to a new trusted adult, after arrangements have been made by the child's parent at the school office. Sunflowers follow their own intimate care policy when changing children who are wet or require a nappy change.

Admissions into school: Reception

All children are admitted at the start of the school year in which they will be five. There is a meeting at the end of the summer term where new parents are given an insight into the foundation stage curriculum. Parents also have the opportunity to pass on any information about their child. We have developed very good relationships with playgroups (and other pre-school establishments) to ensure smooth transition with timetabled sessions built into the summer term before they join. At St Briavels, Sunflower children visit Bluebell Class from the beginning of the Summer Term in small groups and on a rota basis to help ensure a smooth transition into Bluebell Class. Home visits are offered where appropriate. Children start school full time in order to maximise their learning.

British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2021 Early Years Foundation Stage. In Foundation stage classes we plan daily opportunities for the children where they are given responsibility, asked to make choices, make group decisions and vote fairly. We encourage respect for individuals of any age, ability and any faith. Many of our texts we read are linked to the 'No Outsiders' scheme.

Internet safety

EYFS children have access to the interactive whiteboard and class iPads. Devices are accessed with adult supervision and adheres to our school internet safety policy. All online assessment and learning journey systems are fully compliant to GDPR