



Early Years Foundation Stage Policy

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The difference between try and triumph is UMPPHHH!

Early Years Foundation Stage Policy

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Aims

This policy outlines the provision Skelton Primary School offers to all its pupils, from 'rising threes' through to five years. Children within this age range are taught in the Nursery Classes, Reception Classes and sometimes in a vertical Reception / Year One Class in the Early Years Foundation Stage (EYFS).

This policy should be read in conjunction with the Rainbow Continuum, the Early Years Foundation Stage Statutory Framework and Birth to Five Matters document which reflect the principles and practises that have been adopted within our EYFS classes.

This document has been prepared for the use of:

- Teaching and support staff
- The Governing Body
- Parents
- Inspection Teams

Background

At Skelton, we view every child as a unique and competent learner who has the potential to be resilient, capable, confident and self-assured (DfES 2008). We want our curriculum to provide opportunities for children to develop key skills that they can use now and in their futures. We want to provide a knowledge of who they are, where they come from and the world around them. The characteristics we want our children to grow and develop are: drivers, independence, practical, problem solvers and 5Rs values.

We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our academy being a safe and inclusive place where learning is nurtured and encouraged in a happy and caring environment. It is a place where everyone is treated equally, encouraged and respected.

All children begin school with a variety of experiences and learning and we recognise the valuable part parents play in their child's educational journey and well-being, and their future roles to employment in later life. We strive to develop effective partnerships.

Context

Effective Early Years Education

Our effective education offers a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. The early years' experience builds on what the children already know and can do and no child is disadvantaged. Parents and practitioners work together in an atmosphere of mutual respect.

The EYFS curriculum has been developed alongside the Skelton Learning Pathway, Early Years Foundation Stage Profile and Birth to Five Matters. It is aimed to develop children's skills and their acquisition of knowledge in: Communication and Reading, Physical Development and Writing, Mathematics, Personal, Social and Emotional Development, Creative Development and Understanding the World.

There are opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves. Practitioners can observe and respond appropriately to children through their knowledge of how children develop and learn. Children's collaboration with others, their thinking and problem-solving skills, and their motivation to learn are essential skills that practitioners strive to teach.

We plan by offering an early years' education that:

- builds on what children already know and can do;
- offers a planned curriculum that identifies the knowledge that will be covered and the key skills that children should be using to deepen their understanding of what they are learning.
- values an early intervention approach to ensure that the gap between the most and least advantaged children is reduced.
- offers, responsive and personalised learning through content that matches the interests and needs of young children, and activities that involve learning both indoors and outdoors.

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and development – an acknowledgement that children learn in different ways and at different rates

The Early Years Framework

The Revised EYFS (2021) Development Matters guidance comprises three areas that are interrelated.

These are:

Characteristics of Effective learning

These principles are based upon dispositions towards learning in which children are taught the skills, awareness and options available to support themselves' and others to make effective learning choices.

They are:

- Playing and exploring, being engaged.
- Active learning, being motivated.
- Creating and thinking critically, being thinkers.
-

Key Principles

We provide children with opportunities to play and explore by ensuring that they have the physical and emotional space to learn by themselves, in small groups and as part of larger group. Through observations and quality interactions staff sensitively support, scaffold and challenge individuals. The provision is a well-planned play-based curriculum that is valued and seen as a vehicle for active learning. Children need this important process to deepen their knowledge, and to practice and refine key skills. There should be opportunities throughout the curriculum to develop personal attitudes that support self-esteem, independence, creativity, co-operation, and perseverance. Throughout the year the child will be given a range of learning opportunities: adult led, child initiated, large group, small group and one-to-one. Children's interests are supported and challenged through questioning techniques, open ended resources, and quality interactions to enable the children think creatively and critically and engage a deeper level in their learning.

We are Thrive School and have adopted the Thrive Approach in nursery to help support our children effectively. In our area, we have a lot of vulnerable children and children with SEND needs. We find the Thrive approach especially helpful with children who are dysregulated or who are showing distressed behaviour. Thrive is constant reminder about how important it is to know about how young brains are developing, especially in early years. What we do is really helping to shape their brains, make connections to shape their futures. As well as the 1-1 work, we also use class action plans from the Thrive Online. We have a small number of identified children who attend the Thrive EYFS room for half hour a day with the Thrive manager and team. During these sessions, children are supported to join in routines and activities in a 1:2 ratio, if they need support to regulate themselves to be able to do join in the activities, the trained staff have the time and experience to support them. The children are developing the skills they need to manage themselves more effectively across the EYFS provisions. Staff use the thrive language to help children to make healthy choices.

The Curriculum

The curriculum offered encompasses aspects of the:

Prime Area, Specific Areas, and the Rainbow Continuum:

Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of ALL children.

Personal, Social and Emotional Development (Self-Regulation, Managing Self and Building Relationships)

Children are encouraged to build positive relationships and attachments with adults and each other, and to play cooperatively, taking turns and sharing fairly by the end of the reception.

Children should be able to work towards a set goal and give their focused attention to adults, even when they are playing. They are supported to be independent learners who are resilient and show a level of perseverance if they are faced with a challenge.

Early Reading (Comprehension and Word reading) and Communication (Listening, Attention and Understanding, Speaking)

Staff strive to support children to participate and show an interest in the world. Children are taught to listen attentively, and develop and acquire new vocabulary and meaning whilst deepening their understanding to answer 'how' and 'why' questions and experience stories, events and experiences.

Quality interactions between adults and children offer opportunities for communicating about books, rhymes and songs, 'talking' in role play, careful listening, ask questions and encourage talk at every opportunity.

The children develop phonemic awareness and knowledge through the daily Read, Write Inc Phonic Programme. They read words which are consistent with their phonic knowledge, through sound blending. They read simple sentences and books which are consistent with their phonic and word knowledge. They should be able to demonstrate understanding when talking with others about what they have read or what they have heard.

Early Writing and Physical Development (Gross and Fine Motor)

Through interactions with the environment and adults, children develop control over their larger movements so they strengthen their core muscles, develop balance and coordination and can negotiate space and adjust speed safely. They also develop the skills to hold writing tools appropriately so they can draw, make marks and write. They also have opportunities to use a range of tools such as; brushes, cutlery and brushes.

In writing, children are taught to write recognisable letters, spell words by identifying the sounds in them and to write phrases and simple sentences that can be read by others. Children have opportunities to write through the literate environments and provision areas. They write for different purposes during their play experiences and through adult led activities, such as; writing centre messages, labelling models, writing shopping lists, weather reports, and so on.

Number and Number Patterns

We want the children to have a mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding. Pre-number work is covered through nursery rhymes and number activities, both in and outdoors. Children are taught to have a deep understanding of numbers to ten and should be able to subitise up to 5, building instant recall of number bonds to 5 and some to 10. Through provision and focused teaching, children should be able to verbally count beyond 20, compare quantities which are greater or less than other quantities. Children are encouraged to explore represent patterns within numbers up to 10, including evens and odds and doubling and halving.

The World (Past and Present, People, Culture and Communities, The Natural World)

All children are given opportunities to solve problems, investigate, make decisions and experiment. We provide first hand experiences to encourage children to; explore, observe, predict, compare, solve problems, question, make decisions, discuss, think and use all their senses. Through interactions, discussions and observations, and through the Big Idea questions, children should be able to describe, their immediate environment, talk about their family unit and experiences. They are taught to understand some important processes about the changes in the natural world around them, including the seasons and changes in living things and how to care for others and the environment. The children should have knowledge of the similarities and differences between religious and cultural communities, drawing on experiences from what has been read in class.

Expressive Arts and Design (Creating with Materials and Being Imaginative and Expressive)

Staff support children to safely use, and explore a variety of tools and techniques, experimenting colour, design, texture, form and function and share their creations, explaining their form and functions. Children are encouraged to make use of props when playing characters in narratives and stories.

Children are taught to invent, adapt and recount narratives and stories, sing a range of known rhymes and songs and perform song, rhymes and stories with others.

Admissions Arrangements and Transition

Children enter the Early Year Foundation Stage the term of or after their third birthday. Subject to availability, we also take the 'Rising 3s'. We offer three 'Learning Through Play' sessions prior to the child starting. This is for the child and parent to attend together for one hour, each session focuses on one aspect of the Prime Areas (Communication & Language, Personal & Emotional Development and Physical Development). This promotes a smoother transition into nursery as children are more familiar with environment, adults and other children. The children can spend a maximum of six terms in Foundation Stage 1, depending on their birth date.

Children enter the Foundation Stage 2 classes in September of the school year in which they are five. All children, take part in transition days at the end of the academic school year. The transition events have been developed to familiarise children with new routines and procedures and meet their new class and their teachers before they start the new academic year. Parents attend a 'Welcome Meeting' during this period to discuss the provision in Foundation Two.

The school works in partnership with other early years' providers to strengthen transition arrangements. Day to day management of the EYFS is undertaken by joint Foundation Team Leaders.

Role of the Key Person

(3.26) 'Every child must be assigned a key person' (EYFS)

On entry, each child is allocated a key person who will support them and help make the transitions into nursery as smooth as possible. The key person strives to build secure relationships with each child and their families to gain their confidence and help them feel valued and a part of Skelton Nursery. All staff, monitor children's progress; both emotionally and academically. Staff work closely to plan, observe and set next steps, documenting learning through observations and in the Corrective Review.

Planning

(1.9) 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child initiated activity.' (EYFS)

Staff plan from the key priorities set out in Skelton's EYFS assessment booklet (See Appendix 1)

- Long term planning: Yearly cycle of six whole school topics over a two year cycle linked to the Big Ideas Pathways.
- Medium term planning: Half termly topics based on Big Ideas thematic whole school themes.

Short term planning: Weekly/daily plans incorporate identified key skills and knowledge and are taught through teacher directed tasks, child initiated tasks and continuous play provision and are documented in the Corrective Review booklet.

Assessment and Record Keeping

(2.1) 'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understanding their needs, and to plan activities and support.'

(2.2) Assessment always starts from the child and should not entail prolonged breaks from interaction, nor require excessive paperwork. (EYFS)

Each child has a Journal which has photographs, physical evidence and observations which provides an informed view of the child to support assessments. Parents are invited to add to the journals through providing their own observations if their child has done anything amazing at home or by commenting on the one's staff send home.

Staff are continually monitoring learning and are responsive to group and individual needs all of which are documented in the Corrective Review Booklet. The 'what next?' are identified and misconceptions, errors or challenges are addressed so learning moves on.

Parents attend a 1-1 meeting after a child's first 15 sessions in nursery. This is to reassure the parents of the child's emotional stability and to share the child's learning experiences and relationships with others.

In the Spring Term and Mid-Point for N2s, a one-to-one meeting is held with the child's class teacher and the parent. During this meeting, the child's journal is shared and information about the milestones the child has reached. Next steps are set and an electronic account is recorded and sent to parents via the parent app.

Year One teachers meet with the EYFS staff prior to transition. The dialogue between the staff is focused on each child's outcomes (holes and the cheese) and key priorities are identified to prepare individuals and groups for the Autumn Term in One.

Safeguarding and Behaviour

Behaviour and Safety

The EYFS follows the whole school behaviour policy and approach to support and develop positive behaviours. Each class develops their own class charter linked to the schools Five Rs and a reward system is implemented to praise good behaviour and attitudes. Age appropriate strategies are used to develop a safe and secure environment for learning.

Safeguarding Children

The Nursery takes its child protection responsibilities very seriously. Any concerns, will be reported on CPOMs and reported to the relevant staff and safeguarding personnel. The safety of the child is always of paramount importance. The full Safeguarding Policy is available on the website for parents to access and all staff follow the schools Safeguarding Policy and Procedures.

Health and Safety

All safety measures are taken to ensure the safety of all children in the Foundation Stage. We follow the school 'Health and Safety' policy and procedures, and all staff are suitably qualified in First Aid. Children are taught the safe and appropriate use of equipment and materials and how to keep themselves safe in school. All medicines are kept in a locked cupboard at the school office or in the classroom if required and approved by parents/carers before administration of any medicines. No hazardous substances are used within the setting. Inhalers are kept in a high cupboard for staff to access for children when needed.

Equal Opportunities

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability. Please refer to the schools 'Equal Opportunities Policy.

Special Educational Needs

The Early Years Foundation Stage follows the school's SEND code of practise.

Aims and Objectives

To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with identified SEN need. To enable pupils with SEN to maximise their achievements

- To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEN are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account.

Care is taken to assess the needs of each child in nursery and professional support from outside agencies is provided for those children identified on the SEND audit who have an Individual Plan and children who staff are monitoring . Parents/carers will always be informed if an outside agency is assisting us to support their child.

Equalities and Inclusion

All pupils in this nursery are entitled to a broad, balanced, and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, Talented and Able children and those with Special Educational Needs are considered, and the curriculum and teaching is adapted to suit all levels of ability. We follow the school full Equality and Diversity and Equal Opportunities policy. All early year's practitioners offer additional and differentiated support in a celebratory way to those children with a neuro-diverse pattern of development, an undiagnosed or diagnosed special educational needs, to enable them to reach their full potential. Children must not be defined by their needs, we are courageous and aspirational for all children, igniting curiosity and encouraging them to all that they can be.

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils.
- ALL staff are aware of who pupil premium and vulnerable children are.
- ALL pupil premium children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

Improving Day to Day Teaching

All children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations.
- Address any within-year group variance.
- Ensure consistent implementation of the non-negotiables.
- Share good practice within the school and draw on external expertise.
- Provide high quality CPD and coaching and mentoring.
- Improve assessment through joint levelling and moderation.

Increasing learning time

We will maximise the time children have to close any gaps by:

- Improving attendance and punctuality
- Providing earlier intervention

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly.

- Using staff within the team to provide high quality interventions across their phases.
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise.
- Providing support for parents
- Support their children's learning within the curriculum.
- Follow Individual Education Plans
- Share curriculum information on the website.
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis. 15.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice and Correct Review and highlight what the child knows and can do and the next steps in learning are set.
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly. Weekly dialogue ensures that groupings are fluid and adults quickly respond to changing needs.
- Assessments are closely moderated to ensure they are accurate.
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed.
- Regular feedback about performance is given to children and parents.
- Interventions are adapted or changed if they are not working.
- A designated member of the SLT maintains an overview of EYPP and pupil premium spending.