



*Tickford Park Primary School*

*Early Years Policy*

*September 2016*

### Statement of Intent

"The early years foundation stage (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register.

The EYFS aims to provide:

- Quality and consistency in all early years settings.
- A secure foundation for all children for good progress through school and life.
- Partnerships between different practitioners.
- Partnerships between parents or carers and practitioners.
- Equality of opportunity for all children."

(Department for Education, 2012)

## **Introduction**

*'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'*

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

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

## Responsibilities

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

## **Aims & Objectives**

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

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.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

### **A Unique Child**

At TPPS 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. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, 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 believe that every child matters. All children at TPPS are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

In the Foundation Stage we set realistic and challenging expectations matched to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities and of children from all social and cultural backgrounds.
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to external agencies) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

## **Positive Relationships**

At TPPS we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our Induction Evening.
- Arranging, where possible, visits by the teacher to all children in their home setting and childcare provision prior to their starting school.
- Providing a handbook of information about commencing Foundation Stage and being a pupil at TPPS.
- Outlining the school's expectations in the Home-School agreement.
  - Holding a parent consultation early in the academic year to establish how a child is settling into TPPS and Sharing the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- Operating an open door policy for parents/carers with any queries or concerns each morning. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through school newsletters.
- Encouraging parents to complete Home Achievement Stars.
- Inviting parents to attend meetings about areas of the curriculum, such as phonics or reading.
- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed and targets shared.
- Sending a written report on their child's attainment and progress at the end of the year.
- Asking parents to sign a generic permission form for local visits and photographs.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. Breakfast with a book, Ladies in Lessons, Lads in Lessons and Open Learning Sessions.

Staff - The Unit includes two class teachers, support staff including a Nursery Nurse plus specifically appointed staff to support children with additional needs. All staff in the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

## **Enabling Environments**

At TPPS we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Foundation pupils also participate in a daily phonics sessions following RWInc and in line with school policy.

For 2016-2017 a bespoke outside area is being created to further develop the environment. The area will encompass the inside, outside but will also provide opportunities to explore the natural outside environment and take part in larger physical development activities, The area will be usable in all weathers as it has a canopy and tarmac flooring as well as an uncovered, grass area.

### **Characteristics of Effective Learning**

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their

confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

□ Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning - The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths and literacy directed teaching. However, planning, which is based upon a different topic which is identified as vehicle of interest to deliver the children's next steps in learning, also therefore responds to the needs, achievement and interest of the children.

Observations - Foundation Stage staff use observations as the basis for planning and assessment. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's Learning Journeys.

Assessment - During the first term in Foundation Stage , the teacher assesses the ability of each child using a baseline assessment tool. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

2015 EExBa-R trialled in line with LEA guidance.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities.

Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

The teacher keeps learning journeys and records examples of each child's work. These learning journeys contain a wide range of evidence that we share with parents at each parental consultation meeting.

Tracking grids are updated at the end of each half term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be just working towards, comfortably working within or securely working within the Development Matters age-bands.

At the end of the final term in Foundation Stage we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report. All information is entered into Target Tracker therefore progress can be tracked as the children move through the school.

Parents receive an annual written report. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

The Learning Environment -The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc. Children have access to both inside and outside area across the day; this has a positive effect on the children's development. The Foundation Stage has its own outdoor classroom area as well as use of the playground, complete with trim trail. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

### **Teaching & Learning Styles**

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;

- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

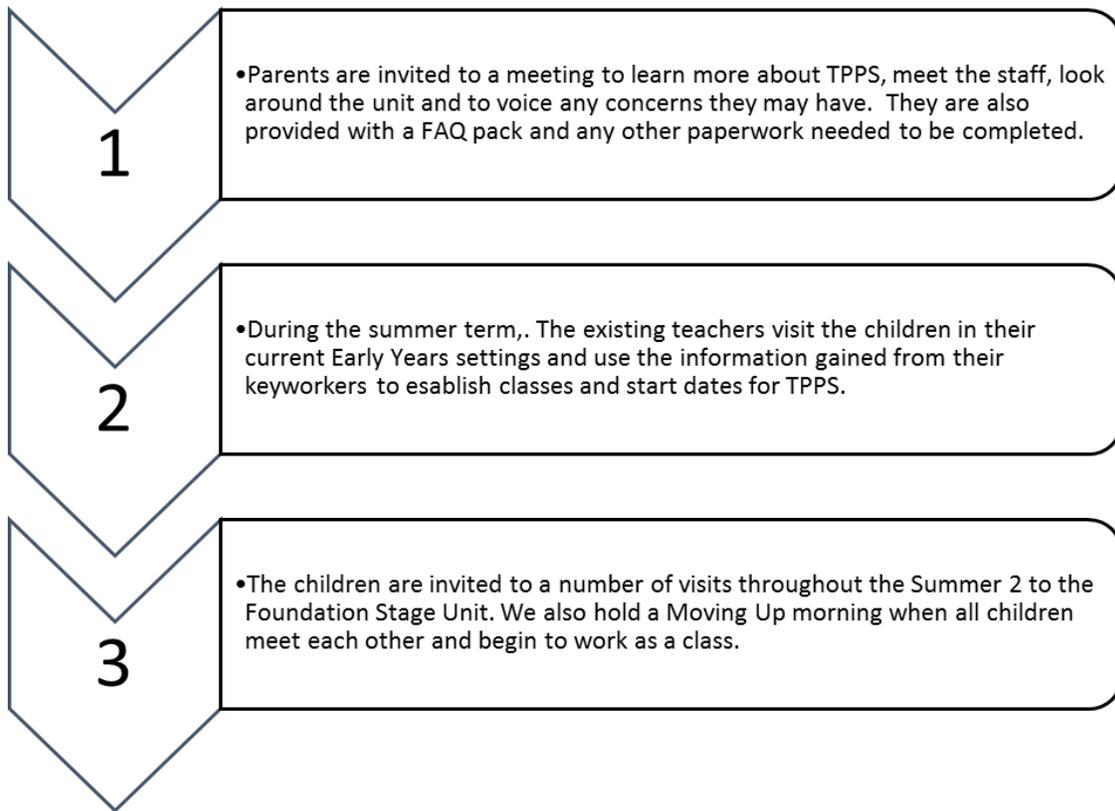
### **Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Learning is a continuum and we have a process in place to ensure a smooth transition between phases to ensure that children experience a curriculum which is tailored to their needs throughout the Early Years Foundation Stage (EYFS) and in order to identify and support children with special educational needs (SEN)

### From Early Years Settings to TPPS

The following process is in place to ensure children's successful transition to Foundation Stage at TPPS



- The SENCO teacher meets parents and specialist teacher.

At TPPS we meet in Cluster meetings to ensure the Early Year Settings and Foundation Stage are working as closely together as possible to ensure the children are 'School Ready' and that transition is as smooth as possible. This is the role of the Foundation Leader to coordinate September Intake - When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

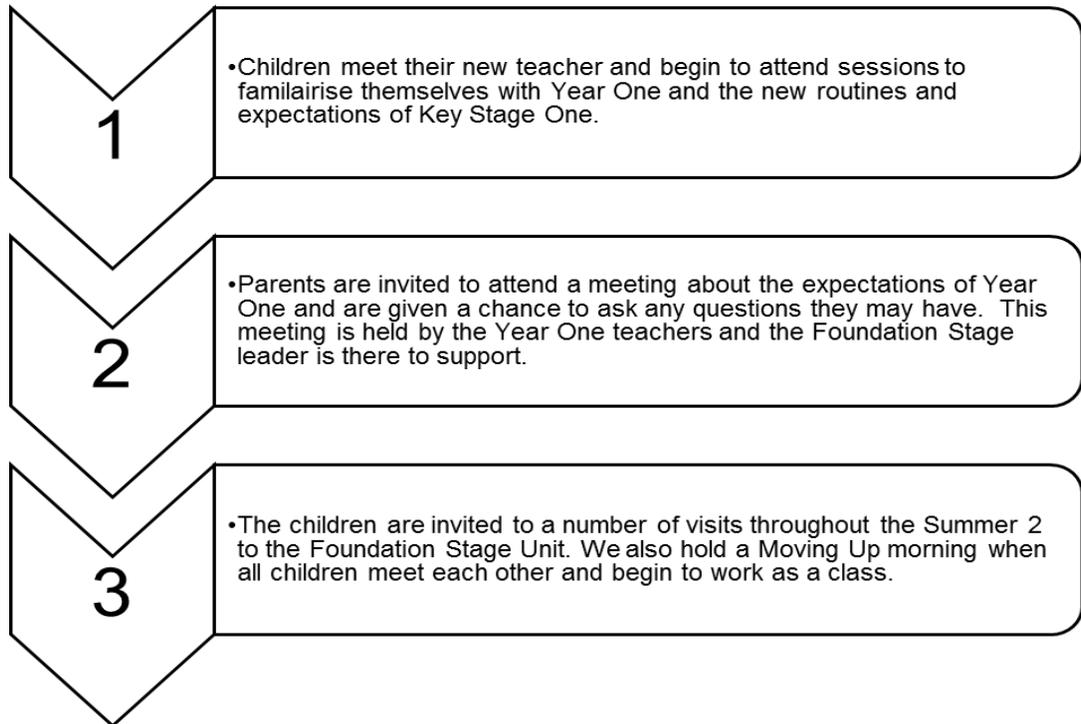
- Children join over 3 days based on needs such as SEN, confidence and knowing other children from Early Years Settings.
- Children join in small groups and the total gradually increases each day leading to full capacity from the Monday of the following week.

During these first staggered starts the children will familiarise themselves with the staff, the unit and the rest of the school areas they will encounter. There will also be a longer early work time on each of these days.

#### From Foundation Stage to Year 1

At this stage, children are transitioning from the EYFS to the national curriculum. Year 1 teachers observe the Foundation class at intervals

throughout the year in order to increase their own understanding of the children's strengths



Starting in Key Stage 1 (Year 1) - Throughout the Foundation year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes and lunchtimes with the rest of the school.

### **Safeguarding & Welfare**

*'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'*

*(Statutory Framework for EYFS 2014)*

At TPPS, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and

individual needs

- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - It is important to us that all children in the school are '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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See TPPS Safeguarding Children Policy).

The TPPS Safeguarding policy is adhered to including watching files, a designated Child Protection teacher and all staff attending relevant training.

Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk if parents have consented. They have access to water at all times.

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 but will support in making themselves more comfortable and parents will be informed.

### **Home Visits:**

#### **Aim of home visit**

As a school, we believe that the first encounter with the parent/carer and pupil is crucial in building a positive partnership between home and school. We strongly believe that parents/carers have valuable knowledge about their child which will help our staff understand and meet those needs. It is also a great opportunity to share information and give the parent/carer freedom to ask questions in the comfort of their home and for staff to see the child in an environment they know best.

It is expected that all pupils joining our Foundation Stage will have a home visit. Visits will last approximately 20 minutes.

#### **Procedures**

- Staff must wear a Tickford Park Primary School (TPPS) top and badge when they go on a home visit.
- Two members of staff must attend, with everything required to carry out the home visit, i.e. starter packs, paperwork, camera etc.
- Staff must have their mobiles charged and communicate with the school if an emergency occurs
- A copy of your scheduled visits should be handed to the school's secretary
- Staff should remember that they are guests and must leave upon parent/carers wish

#### **During the home visit we will**

- Upon arrival, teacher works with parent/carer to complete a questionnaire about different areas of learning and find out about the child's needs and interests
- The Teaching Assistant should play with the child, using a bag of items that the child will see in the classroom

- Each child will receive a Starting School Pack, their Homework Pack and their first reading book
- Parents will also be given a parent pack
- Staff should consider confidentiality and not discuss anything in front of other members of the child's family/friends without checking that it is ok to do so

### **After the Home Visit**

- The Teaching Assistant and Teacher will discuss and share their experience and any information gained from the visit.
- Act on information gained from the visit.
- File Questionnaires in the children's Learning Journeys.

### **Monitoring and Review**

It is the responsibility of those working in Foundation Stage to follow the principles stated in this policy. The Headteacher and Foundation Stage Leader will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process.

**Written by: Rachel Morley**

**Agreed by Governors:**

**Review Date:**

**Responsibilities/Health and Safety Check**

<b><u>Area of Responsibility</u></b>	<b><u>Action</u></b>	<b><u>Named Person</u></b>
<b><u>Daily (am)</u></b>		
Construction area	Set up	TAs and Teachers before 8.40am
Water tray and snack table		
Outside Area		
<b><u>Daily (pm)</u></b>		
Toilet check	End of the day tidy up	TAs
Ipads on charge	Throughout the day and at end of day ipad on charge and in green box	TAs
Ipads away at end of the day	Locked in RM cupboard	Teachers
<b><u>Daily (throughout the day)</u></b>		
<b><u>Inside</u></b>		
Doors secured	locked when needed	everyone
Electric Sockets	socket covers fitted to unused sockets	everyone
Doors	Doors swinging too fast – stoppers on doors, finger guards	everyone
Tripping/ slipping due to flooring	keeping floors clear of toys, particularly in walkways and exits	everyone
Heating / ventilation	monitor heating and ventilation in room	everyone
Trailing wires and cables	Ensuring all wires are secured	everyone
Water on floor – slip hazard	mopped using red mop	Scaffolding adult and children
Water tray	Water changed and tray cleaned	Everyone at set up time
Scissors	children carrying correctly – children shown how to do so	Scaffolding adult
Accidents by children in toilet area	mopped up using blue mop and spray from medical cupboard	Scaffolding adult
Spillage in toilets	regular checks of sink and toilet areas	Scaffolding adult
Unhygienic surfaces	surfaces regularly cleaned with anti-bacterial spray and cleaned down at the end of the day	Scaffolding adult
Perturbing objects at eye level	Checks to be made daily	everyone
Sharp edges and corners	Children to be made aware of edges and corners	everyone
Cleaning products	To be stored out of reach or in middle cupboard	everyone
Milk and Snack	Check that it is in date before giving to children	Staff setting up fruit and milk
Medicines	Stored in locked cupboard in named containers	everyone
<b><u>Outside</u></b>		
Sand on floor – slip hazard	sweep it up using broom and dustpan and brush	Adult outside and children
Sand condition	Checked for foreign objects, changed on regular basis, children encouraged to wash hands after use	Adult outside
Gates, locks, hinges		Adult outside
	Checked for sharp bits and trapping hazards	Adult outside
Floor condition	Checked for tripping hazards	Adult outside
Grass area	Checked for unwanted objects, animal faeces and tripping hazards such as small holes	Adult outside
Maintenance of outside area furniture	Condition checked daily	Adult outside
Location of garden furniture	Stored and located safely	Adult outside
Plants	Regular checks on plants growing naturally	Adult outside

Storage of outside tools and equipment	Maintenance of shed checked regularly, items stored in there with no access to children	Everyone at set up time
Plastic crates	Ground must be firm underneath, crates are checked for damage	Adult outside
<b><u>Weekly (Friday)</u></b>		
<b><u>Role – as part of the setting up process</u></b>		<b><u>Who</u></b>
Cups	Thorough wash in warm, soapy water or dishwasher	TAs
Surfaces	Wipe with antibacterial spray	TAs
Toys and equipment	Clean any dirty items	TAs
<b><u>Half Termly</u></b>		
<b><u>Role</u></b>		<b><u>Named Person</u></b>
Cleanliness of fabrics and cushions	Covers washed	Scaffolding adult
Toys and equipment	Check condition	Scaffolding adult
Storage of equipment	Check welled stored and safe	Scaffolding adult