

New Bewerley Community School Early Years Policy



Policy adopted at Governors meeting : 2nd February 2015

Reviewed: 14.11.17

Next review: Spring 19

New Bewerley Community School

Early Years Foundation Stage Policy

“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.”

(Statutory Framework for the Early Years Foundation Stage)

The following policy adds specific EYFS detail to the general school policies to enable us to fully comply with the statutory elements of the Early Years Foundation Stage. Please see whole school policies for further details.

Aims

We are committed to providing the very best that we can for the children in our Early Years Foundation Stage at New Bewerley.

We strive for high standards of care and education, to know every child well and provide personalised learning.

We work to provide equality of opportunity and to promote this as a positive ethos. We work with parents, carers and other professionals for the benefit of our children.

Learning and development

We have worked with the revised EYFS to implement the necessary changes and to refine our provision. We respond to new research and guidance and reflect upon our practice.

We follow the learning and development requirements of the EYFS and work to ensure a balanced curriculum, both in terms of areas of learning and in child and adult initiated activities. We value ideas, play and creations from our children and try to use these in our planning and teaching. We also believe that structured teaching is important and necessary.

We plan to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are taught in a variety of ways including whole class groups, small group work, pairs and individually.

The reception day starts at 9am with register and phonics. Lunch time is at 11.45-12.45. Home time is 3.15pm

There are seven areas of Learning and Development which are interconnected. The prime areas are crucial to develop lifelong learning and to help children form relationships:

Personal, Social and Emotional Development – children develop confidence and self-esteem, learn how to manage feelings and respect others.

Communication and Language – children have opportunities to speak and listen in a range of situations and experience a rich language environment.

Physical Development – children have opportunities to be active and develop coordination - both gross motor and fine motor. They learn about healthy choices.

The prime areas are strengthened and applied through four specific areas:

Literacy – involves children learning how letters link to the sounds and begin to read and write.

Mathematics – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures.

Understanding of the World – children have opportunities to find out about people and communities, the environment and technology.

Expressive Arts and Design – involves exploring feelings and ideas through music, dance, role play and design.

Assessment

We assess the children through observation, following the principles of the EYFS. We use the Development Matters/Early Years outcome documents to assess progress half termly. Assessment towards the Early Learning Goals are carried out in the Summer term and sent to the authority at the end of the year. Judgments made are based on practitioners' evidence of children's behaviour, observed independently and consistently, in their self-initiated activities across all areas of learning and development.

Assessments are shared with parents and carers. We take parents views and observations using these to further inform our assessments. Parents will receive a formal report detailing their child's progress at the end of the Foundation Stage in relation to the Early Learning Goals.

Observations take place on a daily basis. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Learning Journeys

Each child has a Learning Journey which records their time in Reception. We add photographs, observations and work to the Learning Journeys throughout the year and parents are welcome to add to and look at these at any time. Learning Journeys record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework.

Key Workers

All children have a key worker who is responsible for compiling their learning journey and who helps them to settle in. See list of key workers in the reception classroom.

Home School Links

We recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development.

When children start reception, parents receive a pack with details of how to contact school and other important information.

Parents are kept informed of what is happening in the setting through regular newsletters, reading records and informal chats at the beginning and end of the day. If parents wish to have a longer discussion with the class teacher we encourage them to make an appointment at the end of the school day in order to allow sufficient time for their needs.

Formal parents consultation meetings/days are held in the Autumn and Spring Term at which parents are invited to discuss their child's progress. In addition, a parents meeting is carried out in the summer term for parents of those children joining the school the following September. Further meetings are held to familiarise parents with the Foundation Stage and how parents can help their child at home. A family learning course is run in school during the Autumn and Spring Terms, specifically designed for parents with children in reception.

Reading books, handwriting and mathematics are sent as weekly homework tasks.

Transition from Pre -school to full time Education

Our aim is to establish a smooth and successful transition to school.

This is facilitated by:

- Visits to the onsite children's centre and partnership pre-school establishments.
- Mini play sessions targeted at children identified as having a need for extra support.
- Visits to reception class in the summer term for all children to meet new members of staff and to visit their new classroom.
- Liaison with outside agencies.

- Parents completing an all about me booklet, to share information about their child with the Reception Team.
- Home visits for children with additional needs and children who have not attended a preschool setting.
- A staggered intake for all children starting in September.

Admission Policy

New Bowerley Community School follows the Leeds City Council school admissions policy.

EYFS Health and Safety Policy

EYFS staff follow the school Health and Safety Policy. In addition we recognise the requirements of the revised EYFS in health, accident or injury and in safety and suitability of premises, environment and equipment.

Paediatric First Aid certificates are held by several members of staff in school. When children go on a visit there is at least one member of the staff with them who holds a current Paediatric First Aid certificate.

School policy is followed in the keeping of records of accidents and First Aid treatments. Parents are informed of accidents or injuries and of any treatment given.

Parents are advised of our procedure for children who are ill or infectious as well as the protocol for contacting parents if a child becomes unwell or receives injuries during a session.

We follow guidelines from the HPA with regard to reporting infections or illnesses. We will also report any relevant details of food poisoning, serious illness, serious injury or death of a child in our care within 14 days (Section 3.47 / 3.49 EYFS Statutory Framework, 2012)

EYFS Hygiene Policy

"Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious."

Section 3.45

Meals are prepared in the school kitchen and the staff are suitably qualified. Before children start school, parents and carers are asked to inform us of dietary needs and requirements. Staff keep records of and act upon these requirements. Parents are asked to provide healthy lunchboxes (if applicable) and reminded that these are not stored in a fridge. Children are taught to wash their hands thoroughly before meals. Reception children are able to access drinks of water independently. Milk and fruit are provided daily.

Toilets

Children are encouraged to use the toilets independently. Support is given when necessary. Children are reminded to wash their hands after using the toilet. If a child needs his/her clothes changing then this is done in a toilet cubicle and staff wear gloves and an apron. Children who wear nappies are changed using the changing table. Spare clothes are available if parents have not sent any in the child's bag.

EYFS Collection Policy

If an unknown adult should try to collect a child then the teacher would contact parents before releasing the child.

If parents or a named adult do not collect at the appointed time then the class teacher will look after the child and the office staff will try to contact parents.

Please also refer to school policy.

EYFS Child Protection Policy

The new Statutory Guidance for EYFS has made some changes to requirements for Child Protection policies. The revised EYFS Guidance includes examples of adults' behaviour which might be signs of abuse and neglect. If they become aware of any such signs, staff should respond appropriately in order to safeguard children.

EYFS practitioners are familiar with, and follow the whole school policy for Child Protection. The designated teachers for child protection in school are Mrs L Gration and Mrs J Herbert.

Staff must not use their mobile phones or personal cameras to take photographs of children. School cameras and equipment should only be used in line with the school's e-safety policy.

Staff responsibilities

All staff must:

- be alert for significant signs of abuse or neglect of any children.
- take action, following the school's procedures, if they have any concerns about abuse or neglect of any children.
- report and record all concerns using the appropriate forms and paperwork.
- have a clear understanding of appropriate contact with the children.

Please also refer to school policy.

EYFS MISSING CHILD POLICY

The revised EYFS states that providers must make certain information available to parents and carers, including "the procedure to be followed in the event of a child going missing at, or away from, the setting;"

Our aim is to ensure that this occurrence should never arise. We work to maintain a secure environment and all members of staff are instructed to be vigilant in the supervision of children. Parents and carers are asked to close gates to help us maintain security and staff are asked to keep these gates secure. All external gates are locked during session times and there is no access in or out of the grounds except via the main office. When the playground gates are open to allow children to be dropped off or picked up, they are staffed by an adult. Internal doors operate on a fob system.

Reception staff record the number of children present every day. Children are registered at the start of the morning and the afternoon. Children are counted in their lines at the end of playtime before they return to the classroom under careful supervision.

Risk Assessments are carried out before outings using the EVOLVE program. Staff plan carefully how they will supervise the children and ensure that any children who need extra support will be catered for. In the event of a child going missing, staff should inform the Head teacher. The police would be contacted as well as the child's parents.

Equal Opportunities & SEN

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, Religion, disability and special or medical needs.

The education we offer and the way in which we nurture our children takes into account the diverse composition of people in our community. In school we endeavour to do this by increasing children's knowledge and awareness of other cultures, languages and faiths so that they will appreciate the great similarities in peoples' attitudes and values but at the same time enjoy the richness and variety which the differences bring to our lives. Such an approach will overlap subject areas and show through in many aspects of school life.

We recognise the rights of people experiencing any form of disability and the potential contribution that they can make to our community; wherever possible we will endeavour to ensure that this school meets their needs.

Please refer to SEND local offer, School SEN policy.

EYFS Evacuation

"Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure." Section 3.54

If in the classroom, children will be led in a line out of the outside door onto the reception playground. A member of staff will check all areas. The children will be then led onto the main playground where the register will be taken.

If in the hall, staff will line the children up, count them and lead them out through the nearest exit on to the main playground.

EYFS Outdoor Play Procedures

Only permanent members of staff should supervise the outdoor area on their own.

When the reception doors are open, the staff must make a judgement on the numbers of children where their supervision is needed. At least 2 members of staff must be outdoors if the garden area is open. Staff must check the condition of the equipment at the start of each session before allowing children to use it.

Staff must read and follow all relevant risk assessments at all times.

Planning outdoor play is a key part of Health and Safety. Activities should be planned and managed to ensure purposeful play. Children who are engaged in their play are less likely to behave in a dangerous manner.

EYFS Complaints Policy

"Providers must put in place a written procedure for dealing with

concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome." 3.73

We are keen to share information with parents and carers to ensure that the needs of children are met. We are aware of the need for confidentiality and our responsibilities under the Data protection Act and will follow the requirements of the EYFS. Sections (3.67 - 3.70)

Please refer to school complaints policy

Promoting Positive Behaviour

All EYFS practitioners follow the whole school behaviour policy.

Please refer to school behaviour policy

Our youngest children are taught about good behaviour throughout all activities in Foundation Stage. We explain clearly to the children how we expect them to behave and reward them with praise and encouragement.

J Earnshaw
Foundation Stage Coordinator 2015