

Walworth Primary School

“Supporting everyone’s emotional wellbeing and mental health, so that they can be listened to, are happy together and ready to learn.”



Early Years Foundation Stage Policy

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Updated following review of framework to be implemented April 2017 Created by Roland Cooke (Foundation Stage Coordinator)

This document outlines the philosophy, aims and principles of early years teaching and learning in reception at Walworth. We have children of EYFS + KS1 age and development within the unit. The document underpins practice in all areas of provision.

The Governors and staff at Walworth recognise the importance of Early Years Education as the foundation upon which children build the rest of their lives. Walworth is a specialist provision for children whom exhibit Social, emotional, mental health difficulties (SEMH) and associated difficulties. Within the EYFS department we place positive mental health and wellbeing at the centre of school life. Our Vision **“Listen, Learn & Be Happy Together”** highlights the importance we place on supporting every child’s emotional wellbeing so that they can be listened too and are happy together and ready to learn. We aim to pursue this vision by using both universal, whole school, specialised, and targeted approaches to support all of the school community. In addition to promoting positive mental health and well-being, we aim to recognise and respond to poor mental health.

The school aims to develop each child to his or her full potential. Early Years education is concerned with the physical, social and emotional, aesthetic and cognitive development of the individual, with no one area standing in isolation from the others. EYFS education is based upon our themes outlined in the most revised DfE framework April (2017).

Early Years Foundation Stage

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential....a child’s experience between birth and 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 provide the foundation for children to make the most of their abilities and talents as they grow up.”

DfE (2017) Statutory Framework for the Early Years Foundation Stage (p.5)

Early childhood education is the foundation on which children build the rest of their lives. At Walworth we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year but transition to KS1 is dependent upon needs of the child. This is done through a holistic approach to learning, ensuring that parents/guardians, support staff and the teacher work effectively together to support children’s learning and development.

Aims

We aim to provide **quality and consistency** so that every child makes at least good progress, **a secure foundation** through learning and development opportunities, **partnership working** with parents / carers and **equality of opportunity** that challenges anti –discriminatory practice.

The EYFS framework (2017 p.5) specifics requirements for learning and development and for safeguarding children and promoting their welfare.

We aim to develop and have in place the guiding principles of EYFS

A unique child

We recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Inclusion

All children and their families are valued at Walworth. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Early identification of concern towards any additional special needs is crucial and enables staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice.

Positive relationships

All children are allocated a key person during their time in reception and specific time is timetabled to in these groups daily. Developing a positive relationship and secure attachment with their key person enables them to feel safe, and have their emotional needs supported. We recognise parents/carers are the child's first and foremost educators and we work strongly to develop strong links with them. We do this by :-

- Inviting parents/carers into school before their child starts to discuss concerns/give information
- Inviting parents/carers to Educational Health and Care Plan review meetings.
- Holding parents/carers open days in class
- Encouraging them to settle their child during the first half term, and stagger the children in so staff have a better opportunity to get to know each one
- Inviting them on special theme days where they can see children work and shadow their child during their learning.
- Holding parent workshops to support their work at home delivered by our PSA and other professionals
- Providing a yearly report and having Educational Health Care Plan reviews.
- Having a weekly telephone contact with the key worker to provide feedback on children's learning and development.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and 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. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journals. Play based learning is paramount and children direct their own

learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

At Walworth we recognise children develop and learn in different ways. Effective learning and teaching is supported through

- The understanding that staff have the knowledge of pedagogic approaches 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 to achieve the ELG's at the end of the EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellect, physical, social and emotional abilities.
- The adults helping children to understand the importance of physical activity, and to make healthy choices in relation to food.
- The encouragement for children to communicate and talk about their learning and to develop independence and self-management.
- Supporting learning by providing appropriate accessible space, facilities and equipment both indoors and outdoors, including the effective use of Information Communication Technology. The identification, through observations of children's progress and future learning needs, which are regularly shared with parents.

The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage Curriculum framework provides a structure of learning opportunities through which we develop the different aspects of early education. These include:

Three prime areas of :

- Personal social & emotional development,
- Communication and language
- Physical development,

Four specific areas of:

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

At Walworth, children meet learning opportunities within a happy, secure and interesting environment through practical activity, enquiry and purposeful play, with consolidation through practice talk and reflection.

At Walworth it is the responsibility of the class teacher, in conjunction with the Key Stage 1 provision and the Head Teacher to provide a curriculum that takes into account the ability of

every child. We do this by combining where appropriate the early learning goals and Key Stage 1 National Curriculum, so that by the end of Reception/Foundation stage the children will be fully prepared for learning at Key Stage 1.

Planning and Teaching

The teacher alongside the teaching assistants must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan and teach a balanced range of activities and experiences to cover the **seven** areas of learning outlined by the DfE in the new EYFS Framework. We believe good planning is the key to making children's learning exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observation we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work in reception at Walworth are involved in this effective process. Planning is for a mixed age (4-7) EYFS/KS1 class and reflects these needs.

Curriculum timetable

Where appropriate, the Foundation Stage curriculum is developed within a cross-curricular context. To utilise good practice and to help prepare the children for the introduction of the Literacy and Numeracy in Year 1, some whole class or small group Literacy and Numeracy teaching takes place each day including extended provision with adult initiated and child led activities.

Staffing, Supervision and Organisation

There is one reception class with a maximum of 9 children with a mix of EYFS and KS1 children. There is a ratio of one teacher supported by 2 classroom support assistants. The staff work as a team and meet formally at least once a week in order to plan effective provision, prepare resources and review assessments for the Reception Class.

Staff are fully qualified. The teacher holds an Early childhood studies degree and N.N.E B Diploma and the support assistants hold a level 3 related qualification. They have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development. All staff is introduced to the school by engaging in an induction process that reviews the key information towards setting the standards of the statutory framework. Whilst in practice routinely supervision of staff is provided with a clear focus on support, coaching and training for the practitioner, which in turn promotes the interest of the children.

There are 2 secure outdoor areas, which are used to support the children's learning. The children have access to these areas, from our classroom. We engage in ongoing professional development to improve our teaching skills, knowledge and understanding. All practitioners are encouraged to participate in local authority courses, in-service and local cluster group training. Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues.

Assessment, recording, monitoring and reporting.

We adhere to the principles of assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process. The children are also encouraged to assess their own learning. Statutory Baseline Assessments are undertaken at the start and end of each year based on the **17 Early Learning Goals** from the Foundation Stage Profile. These form the basis for the monitoring of pupil progress as the children **emerging, expected or exceeded** progress through Reception. Ongoing teacher assessments are undertaken in line with the Foundation Stage Profile and the **3 main Characteristics of Effective Learning** - these forming the basis for the Educational Health and Care Plans and to inform parents / carers.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations focused assessments e.g. sound/number and high frequency words, annotated examples of work, photographs, and information from parents. We plan for observational assessment when undertaking our medium and short term planning.

We actively seek parent's judgements about learning they have observed, and actively seek regular contact with parents via emails, telephone calls or coffee mornings.

Summative assessment

The children are assessed on-entry and at the end of the reception. During the year the children are also assessed against the EYFS Profile. This summarises all the formative assessment undertaken and makes statements about the child's achievements. It summarises children's progress towards the early learning goals. It is completed on entry, Spring Term and Summer Term by the teachers in consultation with the LSA's.

Teachers judgements are moderated externally by the LEA. This provides an external quality assurance and validation of our teacher assessments.

For further information see Assessment Policy.

The quality of the taught curriculum is monitored by the EYFS co-ordinator through regular lesson observations, pupil interviews, planning and book scrutiny. The Head Teacher monitors teaching and learning across the foundation stage each year and analyses EYPS Profile data in conjunction with the EYFS co-ordinator.

Learning through play

Brighouse T (2014 p.9) identifies that ***“Through age seven, play is children's chief mode of developing a disposition for learning. It is how they readily formulate and communicate ideas.....and Vygotsky emphasised that in play a child is always above their average age. So play is the best vehicle for reaching and working with children at this stage in their development.”***

Acknowledging this theory we aim to provide play that reflects their wide ranging and varied interests and preoccupations. We do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and scaffold by example.

Children are set 'challenges' to develop purposeful play – more extensive challenges for KS1 children.

The Learning Environment

“Children's interests and knowledge are continually changing and developing. Your classroom's physical set up must be fluid as well, to sustain this culture of enquiry and provided new challenges.” (Carpenter 2013 p.15) cited in The Irresistible Classroom (2014)

Recognising the importance of a flexible, sustained and challenging environment we aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore and learn through first-hand experience. We also aim to make it a place where children feel safe, secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside; children have the freedom to move between the indoor and the outdoor classroom throughout the school day. The learning environment is divided into a variety of different areas; role play, book corner, writing table, maths challenge, topic display table, listening centre, computer area, art and craft area, play dough, builder's tray, sand, water, outside construction, small world and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Reception to Year 1 Transition

At Walworth we believe it is essential that pupils and their parents / carers make these transitions within the context of the 'Every Child Matters' principles enabling a smooth and successful transition that contributes to the positive learning experience of the child.

Aims

Effective transition aims to ensure pupils have:

- Confidence and ability to cope with change.
- A successful attitude and ability to take risks.
- A clear understanding of the new expectations ahead of them.
- The benefit of effective communication between relevant parties.
- Access to appropriate high quality resources.
- Consistent and effective pastoral support.
- The support of peers as part of a group.
- A positive experience with minimal anxiety.
- Opportunity to develop Faith through coping with new challenges.
- Appropriately challenging learning experiences from the start of their receiving phase.

Home/School Links

We recognise that children are transported into school by taxis provided by the Local Authority and therefore, physical verbal contact with parents/carers is not always possible. As a result of this the class teacher and key workers have weekly telephone contact with parents to discuss children's learning and development and an open door policy is welcomed allowing parents/carers to visit the school at any time to discuss any issues or concerns they may have. We believe that when parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to enhance communication by providing parents with a class timetable and written communication about events, trips and special theme days. Additionally the school's parents support adviser (PSA) liaises with the parents by organising home visits to meet the parent and child before attending Walworth. The PSA encourages parental engagement by being the point of contact should there be any worries or issues around the child going to Walworth. A social media site set up by the school for parents allows parents to feel less isolated and more involved in their child's learning given that a child attending Walworth may live a great distance away. The PSA provides a direct link to the parent to ensure a smooth transition for the child. At times other professionals such as speech and language therapist, occupational health workers, educational psychologists, may work with the children at Walworth to address any additional needs. Parents are kept fully informed of any additional referrals and are contacted by the professionals involved.

Safeguarding

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant coordinator. The safety of the child is always of paramount importance and all EYFS staff is trained at Level 1 which enables staff to identify signs of possible abuse or neglect at the earliest opportunity and respond to this in a timely and appropriate way.

All staff in the setting have read and have regard to the government's statutory guidance 'Working Together to Safeguard Children 2015' and have completed online training in relation to the 'Prevent duty guidance for England and Wales 2015'.

The full Safeguarding Policy is available in school for parents to read if they wish.

Equal Opportunities

We aim to provide all pupils, regardless of ethnicity, culture, religion, sexuality, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work with a clear emphasis on how this relates to British Values to ensure that every child is valued fully as an individual and safeguarded against discriminatory practice. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

For further information see Equal Opportunities Policy.

Health and Safety

We have a Health and Safety policy which all staff and pupils are familiar with and we have designated people responsible for first aid in school. Identified support assistants hold a level 3 paediatric first aid training as a requirement of the 2017 framework. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

Allergies

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

Medical Needs

We keep medical care plans of any medical needs, allergies, children who need inhalers, piriton, epi-pens in school so everyone is aware of the individual needs. The school nurse completes regular health checks and provides staff training on supporting medical needs for identified children. Any medicines will only be administered that have been prescribed by a doctor, dentist, nurse and pharmacist and is clearly identified on the medication and medicines containing aspirin will only be given if prescribed by a doctor.

Intimate Care in EYFS

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some pupils are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing. It also includes supervision of pupils involved in intimate self-care.

We have a direct policy within school that focuses on the following aim:-

Aims of intimate care in EYFS

To ensure that all intimate care needs for pupils is carried out in lines with the agreed plans.

To ensure that staff are aware of agreed practice and the planning process involved, and are able to implement them.

To ensure that where possible all intimate care plans are written involving the pupil, family and agencies involved.

EYFS staff will follow the advice and guidance should such intimate care is necessary within practice.