



Airedale Infant School

'Ambition - Bravery - Respect'

Early Years Foundation Stage Policy

September 2019

"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

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Aims

At Airedale Infant School we aim:

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally;
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To encourage children to develop independence within a loving, secure and friendly atmosphere
- To support children in building relationships through the development of social skills such as cooperation and sharing
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

Structure of EYFS

Airedale Infant School is a 78 place Nursery that offers 15 hours per week to three and four year olds. There are 60 places in Reception that split into two classes of 30 children.

School doors open ten minutes before registration, allowing time for parents and carers to spend time with their children within the setting before registration takes place.

Session times:

Nursery - 8.45 - 11.45 am session 12.15-3.15 pm session

Reception - 8.50 - 3.00 full day

The Curriculum

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.

Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document.

This clearly defines what we teach. The following policy details the specifics for our setting. The EYFS framework includes seven areas of learning and development, all of which are seen as important



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and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive. They support children's learning in all other areas and are known as the prime areas.

The prime areas are:

- **Communication and Language** - Listening and Attention, Understanding and Speaking
- **Physical Development** - Moving and Handling and Self care
- **Personal, Social and Emotional Development** - Making Relationships, Managing Feelings and Behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are:

- **Literacy** - Reading and Writing
- **Mathematics** - Numbers and Space, Shape and Measures
- **Understanding the World** - People and Communities, The World and Technology
- **Expressive Arts and Design** - Exploring and Using Media and Materials and Being Imaginative

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the Nursery and Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. Displays of how children are showing these characteristics of effective learning are evident in both Nursery and Reception classrooms. These displays are changed on a half termly basis to show current learning.

The three characteristics are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Teaching

We ensure there is a balance of adult led and child initiated activities across the day. At different points in the day, the children will receive short bursts of teacher led learning, sufficiently timed for the age of the children.

Much of the time is spent with children self-selecting tasks with adults observing or intervening to extend learning where appropriate. The interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning.

The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible.

During the Reception year children will take part in small group activities linking to English and maths activities and will be encouraged to record in books weekly.



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Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play and adult led activities are very important.

Planning

We believe many children need to be given a starting point to learn new things and find topics are a great way to fire imagination. We have a two-year rolling programme of topics in both Nursery and Reception. The topics are flexible to ensure we also follow the children's interests, school themes and local or national events. Every half term, staff plan the next topic, and book visits and visitors that will enhance the learning of our children. Staff plan in more detail on a weekly basis using daily notes, observations and interactions with children to inform where the learning journey should move to. Topic overviews can be found on our school website and are sent home as a parent letter at the start of each new term. Although class teachers are responsible for writing plans, the EYFS plan as a team, with teachers, nursery nurses and support staff.

The outdoor area is as equally important as inside the classroom. As part of the EYFS curriculum, we ensure that children access this throughout the day. We try to ensure that the range of activities outside reflects the different curriculum areas, and provides different learning opportunities to inside. For example, planting seeds to grow vegetables, large construction and the mud kitchen. Staff all attend planning meetings and giving input whenever possible. We ensure our planning is objective led and differentiated to meet the needs of all pupils. Groups of children will be identified on planning so that their learning can be moved forward quickly.

SMSC in Early Years Foundation Stage

In the Early Years Foundation Stage, we recognise that pupils' spiritual, moral, social and cultural development plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of cultures. All curriculum areas within the EYFS have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals, showing compassion and respect for pupils and their families.



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Assessment

Assessment is an essential part of learning and development of children in EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual learning journey, using the online system Learning Book. We use a variety of ways to gather information for a child's learning journey such as photographs, videos, long observations, post it notes and paper based evidence such as drawings. These are collections of children's work which creates a detailed picture of the child. We include individual next steps for children's learning, these next steps are then taught so we can move children's progress forward rapidly. Parents are encouraged to contribute to children's learning journeys by completing wow cards of what children have been doing at home and by adding photographs of their child to the on-line Learning Platform for parents. The learning journey is given to parents when their child enters Year 1.

On entry to Nursery and Reception we carry out baseline assessments for each child. Throughout the Early Years the class teacher submits end of half term assessment data showing each child's development across the seven areas of learning. This is also analysed by the Head teacher and Foundation Stage Co-ordinator. At the end of Reception, the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'Emerging', 'Expected' or 'Exceeding'. This information is also communicated to parents and carers in the Reception child's end of year report and can be discussed further with the class teacher. Parents are also informed as to whether their child has achieved the 'Good Level of Development.'

Equal Opportunities

All members of school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society. Provision is made for all children, including those who require additional support for toileting. Children who are still in nappies, are changed as and when required. Parents/Carers complete an Intimate care plan as their child begins nursery. This agreement allows all EYFS staff to change nappies, following strict guidelines. Parents/carers are asked to provide children with nappies and wipes and a change of clothing should they need it. Staff change nappies in the changing area in pre-school which is open and visible, whilst ensuring the dignity of the child is maintained. Children in the nursery are taken to the school therapy room to be changed. This consists of appropriate changing equipment.

Working with Parents

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. The Learning Book supports school and parents in sharing learning with each other. Parents can upload photographs of the experiences they are sharing with their child at home. We want parents to feel they can speak to us about their



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child at any time and feel comfortable in our setting. Our door is always open! Before children start Nursery, parents, carers and children are invited to a Nursery session where the children meet the nursery staff and have an opportunity to explore and play in the setting. Information about school is shared at these sessions and any questions or queries answered. Parents/carers are given a starter pack with a booklet 'All About Me' to complete with their child. This gives Nursery staff valuable information about each child on which to base activities and experiences. We have a staggered entry into Nursery. Parents are invited to 'Parent Events' every half term. These events have a focus to show parents what type of activities children complete in school. For example, a phonics or mathematics parent event.

Key Person

The class Teacher, Nursery Nurses (LFS) and Teaching Assistants (UFS) are the named key workers for each child in the setting. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes.

Parents/carers are made aware of their child's key worker.

The role of the key person is:

- To help your child settle in preschool/nursery.
- To help your child become familiar with the setting and to feel happy, confident and safe.
- To develop a genuine bond with the child (and parents).
- Explain routines, class rules and expectations to the child.
- To meet the individual needs of the child and respond sensitively to their feelings, ideas and behaviours.
- Complete observations and assessments on individual children.
- Collect evidence of learning in all seven areas.

SEND

All children and their families are valued at Airedale Infant School. 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. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Special Education Needs Co-ordinator is called upon for further information and advice.

Safeguarding

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-



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[00337-2014.pdf](#) and there is a section in our school Safeguarding Policy that directly refers to practice in the EYFS. It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with our school Safeguarding Policy. Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's learning journeys, in class displays and on the school website and Facebook page. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

Health and Safety

The Foundation Stage co-ordinator has undertaken risk assessments of the indoor and outdoor areas and equipment and these can be viewed at any time by the Co-ordinator.

We follow whole school procedures for child protection (see Child protection Policy). Mrs Katie Robinson (DSL), Miss Louise Clarkson (DSL), Mrs Jemma Whitney (Maternity leave) and Mrs Linda Wells all form the child protection team at Airedale Infants School.

In line with the EYFS statutory framework 2012, at Airedale Infant School we undertake;

- A whole school Supporting Children with Medical Needs, including First Aid Procedures and administration of non-prescribed drugs policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines are kept at the school office and a written record is kept each time a medicine is administered to a child and the child's parents and/or carers are informed on the same day.
- Fresh drinking water is available at all times.
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- Food and drink - All children in nursery are provided with a milk carton, on a daily basis. This is kept in the fridge until required. Snack is prepared in the kitchen and consists of a variety of fruit for nursery and reception.
- A first aid box is accessible at all times and a record of accidents and injuries is kept in nursery. The whole school accident book is filled in for more serious accidents and parents are informed at the end of every session if a child has had an accident.
- There are three members of staff in the Early Years team who are trained in Paediatric First Aid. (June 2019)
- Health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- Appropriate clothing: Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.
- Animals and Pets - for health, safety and hygiene reasons, we do not have animals or pets in the setting. Wherever visitors with animals are invited into school, whole school risk assessments are in place prior to the visit



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Behaviour

School is a place where learning is paramount and children are encouraged to develop intellectually, socially, physically, spiritually and culturally. This development can only take place in an orderly and well-disciplined environment with high expectations of the behaviour of all its members. (See Policy for Behaviour and Discipline)

Transition

Children are invited to Nursery with their parents to 'Meet the Teacher' the term before they begin Nursery. This is an opportunity for children to become familiar with staff, the setting and other children in the setting.

When children are ready to move to Reception the children will spend a week in their new classroom, starting with half days and completing three full days in the final week of the term.

Educational Visits

All details relating to the health and safety requirements for school visits are outlined in the LEA Education Visits Handbook. The school follows these recommended procedures. The Head teacher, Deputy Head teacher and SBM will ensure that procedures are followed, that all risk assessments are completed and that insurance arrangements are satisfactory.

Monitoring Arrangements

The core purpose of the Early Years Foundation Stage Leader is:

- To support the Principal & Head of School in the performance management of staff in the Foundation Stage
- To act as a mentor to staff where appropriate and to organise induction
- To ensure own continuing professional development including attending training opportunities
- To organise the day to day running of the Foundation Stage classes including the efficient management of school resources
- To organise and lead workshops for parents/guardians as appropriate
- To work with the Leadership Team to present an accurate and coherent account of the school's performance to a range of audiences, enabling them to play their part effectively
- To be able to stimulate children and colleagues by a positive, active and supportive attitude
- To organise opportunities for pupils in the Foundation Stage when and where appropriate to participate in Foundation stage assemblies/performances
- To challenge and support others in developing professionally, both formally and informally
- To liaise with colleagues in order to support the successful transition of all pupils from the Early Years to Key Stage 1

Governors will work alongside the Early Years Foundation Stage leader to ensure the policy is being followed to successfully deliver the planned outcomes.

This policy will be reviewed: July 2020



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Appendix 1

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding Policy
Procedure for responding to illness	See Health and Safety policy
Administering medicines policy	See Supporting Children with Medical Needs, including First Aid Procedures and administration of non-prescribed drugs Policy
Emergency evacuation procedure	See Health and Safety policy and Lockdown policy
Procedure for checking the identity of visitors	See Safeguarding Policy