



EARLY YEARS FOUNDATION STAGE POLICY

Chalkhill Primary School Vision Statement

Learning together to aspire and achieve

At Chalkhill Primary School we aim to provide a safe, secure and healthy environment where all children are encouraged to be independent learners and thinkers.

Through quality teaching and high expectations we provide opportunities for our children to access an enriched and creative curriculum.

Our aim for every child is to:

- ❖ Be happy, safe, healthy and challenged
- ❖ Make good or better progress to reach their potential through the school day as well as extended school activities
- ❖ Have opportunities to excel through a diverse, balanced and exciting curriculum
- ❖ Develop skills to become lifelong learners taking responsibility for their own learning and developing inquisitive minds
- ❖ Be equipped with life skills to succeed in any environment
- ❖ Respect themselves and others and have an awareness of environmental issues and how they affect us
- ❖ Develop holistically - academically, socially and emotionally
- ❖ Work in partnership with parents and the community to provide life experiences
- ❖ Develop and maintain a close working partnership with parents in all areas of school life

Early Years Foundation Stage Curriculum Information

General Aim:

Our aim is for the children in our Early Years Foundation Stage (EYFS) to become independent learners who have a positive attitude and disposition towards learning.

It is our intent:

- To ensure that every child has the best possible start and the support that enables them to fulfil their potential.
- To provide high quality learning environments and learning opportunities both indoors and out to ensure all children are happy, safe, healthy and challenged.
- To deliver quality and consistency across the Early Years Foundation Stage, so that every child makes good progress and no child gets left behind.
- To offer a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.

- To work in partnership with parents, carers and other professionals.
- To ensure equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.
- To build bridges between theory and reality, school and communities, and the rich cultural heritage across civilisations and continents.

At the heart of our practice at Chalkhill Primary School is the knowledge that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems and do not distinguish between 'work' and 'play'.

When planning and evaluating what children are offered, practitioners take into account the three characteristics of effective teaching and learning:

- **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.

Our curriculum allows for both child planned and initiated activities (free-flow) and adult planned and initiated activities (focus). These build on the children's interests and on what they know and can do. All our learning and teaching, planning and assessing are underpinned by the 'Statutory framework for the early years foundation stage' (DfE, 31 March 2021), which sets out the standards for learning, development and care for children from birth to five.

The Statutory Framework for the Early Years Foundation Stage sets out four overarching principles that shape practice in any early years setting. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

Learning and Development:

At Chalkhill Primary School our aim is to guide the development of the children in our care with a view to ensuring that they complete the EYFS ready to fully benefit from the opportunities ahead of them. In order to support the children in the EYFS at Chalkhill Primary School to learn and develop and meet their individual needs, we base our curriculum on best available evidence of how children learn. We aim to reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. While planning the curriculum, we take into account the non-statutory guidance material 'Birth to 5 Matters' (Early Years Coalition, 2021).

The EYFS **Learning and Development** requirements comprise:

- the seven areas of learning and development and the educational programmes (described below);
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and

- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

In line with the statutory requirements we consider seven areas of learning and development when planning our curriculum and provision. All areas of learning and development are equally important and inter-connected. Therefore, at Chalkhill Primary School we do not split our provision into subjects but aim to provide broad and balanced cross-curricular activities and experiences both indoors and out.

Three areas are particularly crucial for fuelling children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime areas*, are:

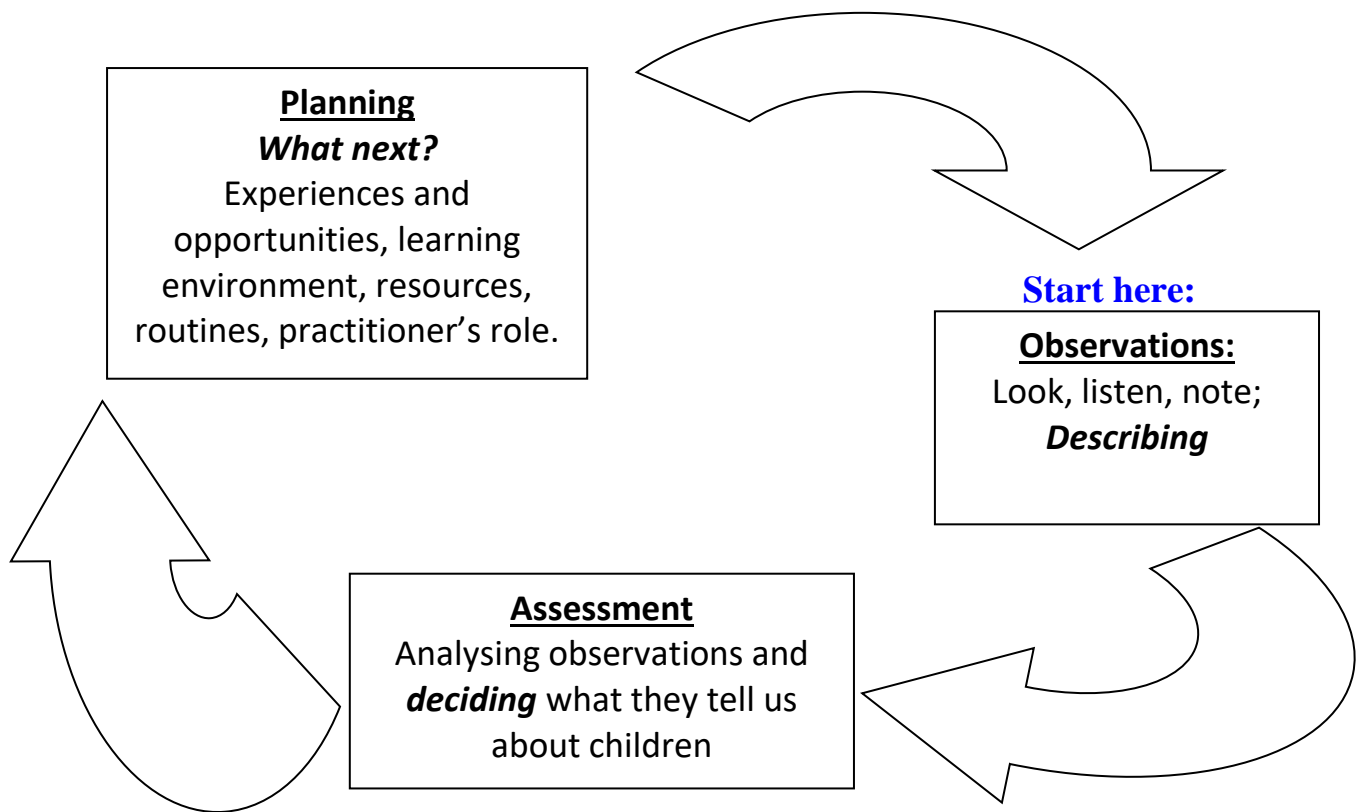
- **Communication and language development**, which involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development**, which involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development**, which involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Additionally, at Chalkhill Primary School we also support the children in four *specific areas*, through which the three prime areas are strengthened and applied. The *specific areas* are:

- **literacy development**, which involves encouraging children to link sounds and letters and to begin to read and write. There is also an expectation that children demonstrate understanding of what has been read to them and make predictions about what might happen in the story. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to further their interest.
- **mathematics**, which involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, compare and recognise quantities without counting, recall number bonds to 5; and to explore and represent patterns..
- **understanding the world**, which involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, past events and the environment.
- **expressive arts and design**, which involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Curriculum Provision:

The revised statutory framework (DfE, 31 March 2021) requires all practitioners to consider the individual needs, interests, and stage of development of each child in their care. It states that providers must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Therefore, at Chalkhill Primary School the Early Years Staff teams meet together to plan the daily learning for the children. These plans are based on knowledge gained from the parents, observed interests and predictable interests, interactions with children, current assessments and children's requests. Adult focus activities are planned to cover a range of teaching and learning each week and are open to all children in the class to introduce new skills, concepts or knowledge. Some children may be targeted for specific activities based on their interests and/or to support children with specific concerns. The plans take into account all of the provision on offer, activities and the environment both indoors and out. We reflect and evaluate our provision in class teams on a daily basis, as well as in weekly planning and phase meetings.



Progression, Assessment and Record Keeping:

At Chalkhill Primary School we believe in Assessment for Learning (AfL). Observations of child initiated activities and interactions with children provide Assessment for Learning opportunities in the EYFS. Feedback is given at a timely moment. This feedback may be verbal or written in the form of comments on pieces of work or recorded as Learning Stories. Written observations, annotated work and Learning Stories are gathered in a class learning portfolio to document the learning journeys of individuals and groups of children within our learning community. Individual learning stories are posted in personal e- portfolios on class dojo. The e-learning portfolios provide parents with the opportunity to contribute to the learning journey of their child. The formative assessments are summarised at the end of each term using EYFS Target Tracker. Summative assessment steps are arrived at with the support of the Birth to 5 Matters Guidance.

As the diagram above indicates all forms of assessment inform planning for the curriculum. Children's self-evaluations and observed interests as well as experience levels are considered to ensure suitable next steps are selected to support each child's learning and development appropriately. At Chalkhill Primary School we are aware that if a child's progress in any prime area gives cause for concern, we need to discuss this with the child's parents and continue to provide focused support in that area, reducing the risk that the child will struggle in the future. The EYFS practitioners at Chalkhill Primary School are supported by a Special Needs Coordinator (SENCO), who is able to provide advice and support. When a child appears have a greater need than can be provided for by the EYFS team the SENCO will arrange for support and assessment through outside agencies.

All parents are informed regularly about their child's progress and encouraged to work alongside the EYFS team to help their child achieve their full potential. Parents receive a weekly newsletter from the school, as well as termly curriculum newsletters from the class teacher. Weekly planning is displayed in class stories on Class Dojo and children's individual experiences are posted in personal e-learning portfolios. Parents are also able to consult with staff members informally at the end of the session or day.

Furthermore, at Chalkhill Primary School we have introduced a system of termly parent telephone consultations. During the consultation parents are provided with information on their child's learning and development and given the opportunity to comment, ask questions and raise concerns.

Children are encouraged to contribute to the assessment process. They are supported to comment on pieces of work or favourite activities. Their comments may be scribed for them and added to the class learning journals. These learning journals are created with the children and are available at all times for children to revisit events and experiences. Staff members share learning stories with the individual child and invite the children's comments. In this way we encourage children in our EYFS to become aware of their learning through play, reflect on their learning and development and celebrate their achievements.

We believe that all staff members should contribute to the assessment of all children in our EYFS. Therefore, all staff members are trained in observation techniques and encouraged to write learning stories. This is supported by our **key worker system**. Each child is assigned a member of staff (key worker) who will build a close working relationship with the child and their parents. It is the key worker's responsibility to support the child to make the transition from home to school, ensuring that the child is happy and settled in the school environment. However, we also believe that all children should be encouraged to build relationships with all staff members and all staff members should build close working relationships with children and parents. This ensures that all staff members know all children in the EYFS well and can support them during group activities and in free-flow, as well as when their key worker is not available.

Formal and informal observations of child initiated activities and interactions with children support the termly summative assessment, which are recorded using EYFS Target Tracker. The assessments inform our short term plans and adult focus sessions. Our long-term plan gives a brief overview of themes covered throughout the year including possible trips, visits and visitors.

Short term planning, class portfolios and e-portfolios are regularly monitored by the EYFS leader and other members of the Senior Leadership Team. The summative data is analysed and moderated. Feedback is given to support Early Years staff members in their professional development and ensure that children receive an appropriate, high quality curriculum that matches their needs and is interesting, challenging and fun.

Both formative and summative assessments are moderated regularly by the EYFS team and the Foundation Stage Leader. At Chalkhill Primary School we have also started to build links to other Primary Schools to moderate our assessments on a regular basis.

Safeguarding and Welfare Requirements:

Safeguarding:

Safeguarding is the responsibility of everyone. 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. (DfE, 2021) At Chalkhill Primary School we strive to create a high quality setting which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

We recognise that the overall quality of our provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. All staff members take part in an annual professional development review, which celebrates their strengths and identifies their professional training requirements. This is supported through mentoring and coaching, in-service training (INSET), phase- and staff meetings and through regular monitoring and feedback by senior leaders from the school and linked in with the appropriate standards for teachers and non-teaching staff.

At Chalkhill Primary school we ensure:

- that all areas of the EYFS are staffed according to the statutory requirements,
- that all staff members receive induction training to help them understand their roles and responsibilities, and

- that all staff members are suitable to work with children by carrying out required DBS checks. This information is held centrally in the school office.

Staff members at Chalkhill Primary school receive regular updates on safeguarding children during staff meetings and INSET. Furthermore, this area is covered by a school policy on safeguarding, which is provided to all staff members on induction and available on the managed learning environment. The Inclusions Coordinator (INCO) is the designated member of staff with responsibility for safeguarding children and any concerns should be reported to her immediately. The INCO is able to provide support, advice and guidance to any other staff or parent on an ongoing basis, and on any specific safeguarding issue as required. The INCO and Designated Safeguarding Leader is Mrs Heidi Shanker, deputy head teacher at Chalkhill Primary School.

Health and Safety:

At Chalkhill Primary School health and safety is always at the forefront of our mind. In the EYFS we follow the whole school policy on Health and Safety. This entails that every staff member and volunteer is briefed about their personal duties and responsibilities to ensure a safe environment for themselves and others. Any concerns with regards to the health or safety of the premises, environment, equipment, furniture, toys or outdoor equipment are reported immediately to the site manager, the early year's leader and the head teacher, who will address the issue and report it to the relevant bodies if required. Our emergency evacuation procedure is displayed in all classrooms and practised on a regular basis.

Children need a safe environment in order to develop into resilient, capable, confident and self-assured learners. We aim to provide this by allowing children to take risks supported and observed by adults. At Chalkhill Primary School we ensure that the learning environment and activities are risk assessed and that risk assessments are reviewed on an annual basis or sooner if the need arises.

Chalkhill Primary School has achieved Healthy School Status. We focus on children's health and well-being within the curriculum and through the support we provide to individual children. We aim to provide healthy snacks and drink. All children in the EYFS are entitled to a piece of fruit a day and a free drink of milk. Fresh drinking water is available both indoors and out. During the induction meeting with parents we seek to find information with regards to special dietary requirements, preferences and food allergies, and any special health requirements.

We have a number of staff members who are first aid trained both in the nursery and in reception. All areas have a first aid box accessible at all times with appropriate content for use with children. Staff members are familiar with the procedures set out to deal with accidents and incidents that may occur.

We follow the school policy for supporting pupils with medical conditions, which can be found on our website and in the school policy folder. Training is provided for staff where the administration of medicine requires medical or technical knowledge.

At Chalkhill Primary School we have put procedures into place to ensure that children are only released into the care of individuals who have been approved by their parents. We aim to ensure that the premises are secure and stop children to leave unsupervised. We strive to prevent unauthorised persons entering the school and have a procedure in place for checking the identity of visitors.

Managing Behaviour:

The school ethos at Chalkhill Primary School is based on respect for each other and for the local and wider environment. In the EYFS at Chalkhill Primary School we help children who have particular difficulties with behaviour to take part in learning effectively through:

- A whole school behaviour policy, which sets out behavioural expectations in the school. This considers all members of the school community to ensure consistency and continuity throughout the

whole school. This policy includes an amended version which considers the needs as well as ages and stages of development of young children.

- A named practitioner (the school's Deputy Head-Inclusion: Heidi Shanker), who has the necessary skills to advise other staff on behaviour issues and is able to access expert advice if necessary.
- Setting reasonable expectations, establishing clear boundaries, encouraging and promoting positive behaviour and helping children value and respect their own contributions and those of others.
- Working with parents to support children through challenging situations
- Occasionally supporting children and their families with the help of the Parent Support Advisor and Deputy Designated Safeguarding Leader, Maureen Anthony, Place 2 Be (a counselling service for children and their families), and other outside agencies.

Equal Opportunities:

At Chalkhill Primary School we believe that every child matters. We give our children every opportunity to achieve their full potential. Staff members are trained to have an awareness and understanding of the requirements of equal opportunities that cover race, gender, and disability, and this is reflected in our Equal Opportunities Policy. Through a strong focus on Personal, Social, Emotional and Health Education we aim to educate the children and to empower them to challenge inappropriate attitudes and practices. We focus on removing barriers for children where these already exist and on enabling all children to learn and develop to make progress and achieve their potential.

In the EYFS at Chalkhill Primary School we provide for those who need help with communication, language and literacy skills by developing their understanding through the use of all available senses and a variety of experiences, for example:

- Visual time table, daily planner, visual support to stories and rhymes
- Sign Supported English: A communication aid based on British Sign Language employed to add a visual and kinaesthetic element to learning and development.
- Other technological aids and recorded materials: I-Pads, cause and effect toys, MP3 players, digital photo and video cameras, digital voice recorders
- Using materials and resources that children are either familiar with (link to their home community) or can be accessed through sight, touch, sound and smell.

Many of our children arrive with English as an additional language. All staff members value this linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. Staff members use their knowledge of other languages to demonstrate an appreciation for linguistic diversity, for example: during greeting time, counting opportunities in Mathematics, at register time, at the end of the day, by inviting parents in for story and rhyme sessions; whenever the opportunity arises. The children are also taking part in Spanish activities, the identified modern foreign language that is taught at Chalkhill Primary School.

In the EYFS at Chalkhill Primary School we aim to help children who have particular needs through early identification and intervention. The statutory guidance for the EYFS (31 March 2021) require staff members to be aware of children who are currently not meeting age related expectation in learning and development. Staff members are able to seek advice from the Early Years Leader and the Special Needs Coordinator who support their work with the children and their parents. We have access to outside agencies, who are able to offer advice, support and assessment.

Equal opportunity practice is reviewed on several levels: practitioners reflect on their own practice, within class teams, as the EYFS team and within the whole school community. It is included in formal observations, monitoring visits and part of the performance management cycle. Chalkhill Primary School has a designated teacher with responsibility for pupils, who are learning English as an additional language. Staff members are supported to challenge inappropriate attitudes and practices. Inappropriate remarks by

staff members, parents or pupils need to be reported to the head teacher, who records and reports on breaches of the equal opportunities policy to the local authority.

Parents as Partners:

At Chalkhill Primary School we recognise that parents are a child's first educator. To establish a successful partnership with parents we need a two-way flow of information, knowledge and expertise. We achieve this through:

- Talking to parents about their child before they join our setting on school/ home-visits and parent interviews at school. Here we inform parents about our curriculum offer and learning intent. We also point out the procedure to be followed in the event of a parent/ carer fails to collect their child at the appointed time. We provide information about staffing-levels, how to contact the school and our settling-in policy. We inform parents about the key-worker system.
- Informal meetings after school, arranged appointments and termly parent telephone consultations, where parents can find out about their child's learning and development and share/ talk about any concerns they may have.
- Communication via class dojo, an online platform that enables parents and teachers to communicate through digital messaging.
- Inviting parents to volunteer and use their expertise and knowledge to support children and staff.
- Supplying home-learning opportunities devised specifically for the EYFS to continue learning and development from school to home.
- Providing regular newsletters to inform parents of the curriculum, other school activities and news.
- Displaying planning, events and curriculum information on class dojo.
- Inviting parents and other family members to contribute 'wow' moments, special news from home to be shared in class and added as learning stories to the child's e-learning portfolio.
- Providing parent workshops throughout the year related to different aspects of learning and development
- A parent support advisor, Ms Maureen Anthony, who is able to help and support parents.

Comments and Complaints:

At Chalkhill Primary School we welcome feedback from parents and other stakeholders to improve the care and education of the children and our service to the community.

In the EYFS at Chalkhill Primary School we follow the school's written procedure for dealing with concerns and complaints from parents and/or carers. A written record of any concern or complaint and their outcome are kept by the person who received the original complaint. Information about any concern or complaint are passed to the EYFS leader or head teacher alongside information about the outcome. Complaints or concerns should be passed on to the EYFS leader or head teacher, where an amicable solution cannot be found.

Parents are also welcome to leave feedback about the school on the OFSTED website:

<https://parentview.ofsted.gov.uk>. Parent View is an online facility that allows parents and carers to give their views about their child's school at any time of the school year.

Our policy has been drawn up with reference and regards to the legal requirements of Early Years Foundation Stage provision as laid out in the Statutory Framework for the Early Years Foundation Stage, published by the Department for Education on March 31st, 2021. This publication is available on the DfE website at:

<https://www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012>

This document has been reviewed

On: 08/03/2022

By: Heidi Shanker

Shared with: Head teacher, EYFS Team and Governors

It is due for annual review unless changes to the statutory requirements are forthcoming before the end of this period.