



Topcliffe CofE (VC) Primary School

Early Years Foundation Stage Policy

Abbreviations Used:

EYFS	Early Years Foundation Stage
HLTA	High Level Teaching Assistant
SEAL	Social and Emotional Aspects of Learning



“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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

*Statutory Framework for the Early Years Foundation Stage
Department for Education, 2012*

At Topcliffe CE School we are committed to providing a high quality early years’ education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the EYFS Framework.

Staffing and Organisation

At Topcliffe CE Primary School, we have one Reception class that has the use of a classroom and dedicated outdoor area including our outdoor classroom; all children have opportunities for free-flow throughout the day. The classroom has a carpet area and the rest of the space is organised into specific learning zones which the children can access independently. There is a full time teacher supported by two part time HLTA’s. Other teaching assistants may be deployed in reception based on the needs of individual children.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. All sessions include free flow, where the children can access our outdoor classroom and learning areas. Practitioners are aware of the need to be flexible in order to respond to unplanned event that children initiate, furthering and challenging children’s thinking.

All practitioners work closely in unison to plan, prepare and assess learning and development opportunities. Through team meetings, practitioners work closely reflecting on practice as a team, improving provision, monitoring all children’s progress and overcoming challenges.

Planning

The Early Learning Goals are the knowledge, skills and understanding which our children should have acquired by the time they leave Reception. There are three prime areas of learning and four core areas of learning:

Prime Areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Core Areas:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Characteristics of Learning are:
Playing and exploring-engagement
Active learning-motivation
Creating and thinking critically

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning. The children share their Learning Journeys and books as part of a "Learning Review".

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning opportunities that further challenges children's learning. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week's observations and topics.

Adult led activities are based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases through the year, as their concentration develops. We provide opportunities for children to work closely together through our 'talking tables' activities and independently through our writers workshops. Our 'Give it a go' board offers opportunities for our children to be reflective of their learning skills, enabling them to see what makes a successful learner.

Observation and Assessment

At Topcliffe C E Primary School, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities, practitioners make short observations. Notes about guided activities are recorded on our class assessment/record sheets and children's comments on the carpet are recorded on small speech bubbles. In addition, each child is the focus of a long observation once a term and has targeted experiences planned for them in conclusion.

Each child has a Learning Journey file including a video disc, a Literacy and Numeracy book and a Phonics book. Observations related closely to Characteristic of Learning are gathered in children's Learning Journeys along with examples of work and parental contributions.

We work closely with playgroup to ensure a smooth transition, offering opportunities throughout the year for children to come and play in our learning environment. Children come across in a small group, which enables practitioners to have a good knowledge of new starters and opportunities to adapt and change learning areas in reflection of children's knowledge, understanding and needs.

Within the first Autumn term, and prior for children from playgroup, the Reception teachers use their knowledge of each child to decide which band of 'Development Matters' they are working on in each area of the curriculum. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

In the Summer term, practitioners consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or have not yet met the levels. Judgements against the ELGs are based on ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The results of the Profile and a commentary on each child's skills and abilities in relation to the three key characteristics of effective learning are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the local authority, which monitor and moderate the judgements made. As part of our team professional development, we volunteer for practice moderations where possible.

Working in Partnership

Topcliffe CE Primary school EYFS aims to be an inclusive setting that collaborates with other agencies to provide the best possible care, education and well-being outcomes for individual children.

Learning Environment

At Topcliffe we aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experiences.

We aim to make it a place where children feel secure and confident and are challenged to develop independence through clearly labelled resources and organised learning zones. Practitioners regularly evaluate the effectiveness of the areas of learning and make adaptations as necessary.

Parent Partnerships

At Toplciffe CE Primary School we strongly value the role and contributions of our parents and carers and we take every opportunity to work collaboratively with them. Each week we send home a newsletter to inform parents and carers of what their child has been busy with in the week and suggest ways in which they can support and further their child's learning at home.

Throughout the year we hold Numeracy, Phonics, Reading and Writing workshops for our parents/carers to provide information about how we teach and ways of supporting and furthering children's learning at home. The children take reading books home and phonics/tricky words spotty bag to share, parents are encouraged to write in their child's link books. Parents are also encouraged to carry out home observations and magic moments throughout the year which build up their child's Learning Journeys.

In the Autumn and Spring term we hold parents' consultations and in the Summer term we send home detailed reports.

To ensure a smooth transition into our setting we offer visits to the school throughout the year and host an open evening within the Summer term for our new starters. This provides an opportunity to develop close links with our parents and offers information about their child's Reception year and opportunities for and queries or questions to be discussed.

Out and about learning and Community Links

In reception we arrange visitors and visits into the local community and surrounding areas, as part of our 'out and about learning'. The children also take part in several educational visits linked to their topics work. As a Church of England school we have close links with the church and attend mass/celebratory services throughout the year. We also have regular Collective workshops run by parish priests from various Christian denominations.

Behaviour Management

Please refer to the school's 'Behaviour Management' Policy

Safeguarding

Please refer to the school's 'Safeguarding Children' Policy

Inclusion and Equal Opportunities

We have a responsibility to ensure positive attitudes to diversity and difference. We support each child's needs by:

- removing or helping to overcome barriers where these already exist;
- responding quickly and appropriately to the early signs of needs which could later lead to difficulties
- involving other agencies as required;

- provide additional adult support where appropriate
- stretching and challenging all children.

Please refer to the school's 'Equality of Opportunities', 'SEND' policies.

Premises and Security

All access to the school is through the main school door and school gates, which are kept, locked. Staff use key fobs to gain access to the building and visitors sign in and out. Staff are aware of their role in challenging anyone who is not recognized and asking for identification from anyone claiming to be from an outside agency.

All external classroom doors are on a key fob system and kept locked, except when the children enter and leave the setting at the beginning and end of the day and when the children access the playground for playtimes and lunchtime. The door to the outdoor area is closed when this area is not in use. Gates to the playground and nursery are closed.

Arrival and Collection of Children

Class One doors open at 8.40, parents come into school with their child through the classroom doors and ensure they are settled. This also provides further opportunities for parental discussion and sharing information. Some of our children come on the bus which arrives on the premises at 8.35; in this case children stay with a member of staff on the playground until it is time for Class One doors to open. Each child is marked in on the day's register by the class teacher.

Parents/carers use the external classroom door when collecting their child(ren) at the end of the school day. We ask parents to inform a member of EYFS staff in the morning if their child is being collected by someone other than themselves. Those children who attend Big Steps or go home on the bus are escorted to the front of the school and registered by a member of school staff (bus) and Big Steps staff.

If a child is late or needs collecting during the school day, parents report to the school office.

If there are any queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation.

Outings

Local Environment: Parental permission is sought upon admission to the school. Further permission is obtained for **any other outings**. **Risk assessments** are completed for each type of outing/visit.

Promoting Awareness of Dangers and How to stay Safe

We encourage the children to take an active role in ensuring their own safety and involve them in discussions health and safety issues, including internet safety. The school follows the

'SEAL' programme, which encourages children to think about who can help them in different situations.

Risk Assessments

In addition to the school's risk assessment, daily risk assessments are completed in Reception to ensure any hazards within the classroom and activities are identified and managed.

Complaints

Please refer to the school's 'Complaints' Policy

Information for Parents and Carers

We provide information for new parents through our 'New to EYFS' evenings held in July of each year, this includes information about daily routines, learning opportunities and activities provided, staffing, expectations, food and drink and school uniform. Parents are communicated via our website, email, text and letters on a regular basis.

Transition from Pre-School to Reception

We work closely with Topcliffe playgroup, our main feeder setting and we are building closer working relationships with other feeder settings including Alanbrooke and First Steps. By working closely with these setting we ensure all children make a smooth transition to school. In February, we organise opportunities for our main setting to bring small groups of children with their key worker. Within the Summer term we attend moderation meetings with the Nursery manager and Key workers. We also encourage Nursery children to attend lunch with the whole school throughout the year. School staff make additional visits to observe children and talk with Key Workers in all settings.

We hold 'New to EYFS' meetings for parents in the Summer term where we outline daily routines, learning and expectations. Additionally we hold parent interviews to gather information about each child, answer questions and discuss concerns.

The children all start full-time in September, routines such as assemblies and playtimes are gradually built up with the support of all staff.

Transition from Reception to Year One

As a small school we aim to work closely with Class Two throughout the Year, attending trips, having visitors and closely discussing and moderating children's progress.

Some small groups of children, if we feel it is beneficial, will stay within Class One and access the Year 1 curriculum whilst others move to Class 2 dependent on numbers and class sizes.

In the summer term, for those moving into Class Two, we begin a programme of transition to support children with their move. This involves visits to their new classroom, discussion

groups with current Year One children, walks to look at where they will enter school and opportunities to ask any questions about the next year.

The school also holds a 'Move Up' day, giving children a taste of their new class.

Teaching Staff work closely to discuss each child's learning, development, abilities and needs. Within the first half term, Class Two is organised to reflect aspects of Reception provision and child's needs, through the use of learning zones.

Being Active

Our outdoor area provides a range of physical activities for our children including; soft play blocks, large balls, bats and balls, scooters, digging equipment, large construction. Children are also able to access large climbing equipment in the main playground, weather dependent and all children take part in two PE sessions weekly.

Food and Drink

We provide fruit and vegetables throughout the day for the children at our 'snack table' where fresh drinking water is available and children's drinks bottles are kept. Fresh milk is provided for all four year olds and is available to those who are 5 at a cost of 25p. All food is stored according to manufacturer's recommendations and in line with food hygiene legislation.

Information about children's dietary needs is sought when entering EYFS and is available within the classroom for practitioners when leading baking/tasting activities and offering food or drinks.

School dinner menus are available so that parents and carers can support their child when choosing food.

Illness and Injuries

If a child is unwell, parents and carers are asked not to send their child to school and rather inform the school office of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:

- phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.
- sit with the child in a quiet place away from other children, if possible, until the parents arrive.
- if the child has had sickness or diarrhoea, explain the policy of at least a 48 hour clearance of either symptom before the child may return.

Advice relating to notifiable diseases is displayed in the school office and parents are informed by text message

In the case of an injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept in the Hygiene room and its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. All accidents are

recorded in the school's accident book and signed by the member of staff who dealt with the incident. The staff member dealing with the incident is responsible for completing an accident slip and this is sent home with the child at the end of the day. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary.

Medicines

Please refer to the school's 'Administering Medicines' Policy

Policy Updated: July 2015

Review Date: July 2017