**LONGTON PRIMARY SCHOOL**

**EARLY YEARS FOUNDATION STAGE POLICY**

**Introduction**

“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.”

Introduction to Statutory Framework for the Early Years Foundation Stage 2017.

The overarching aim of the Early Years policy at Longton Primary School is to promote the principles of the EYFS Statutory Framework and the Development Matters in the Early Years Foundation Stage Guidance. (Revised Framework 2018)

The statutory document states the requirements for schools and early years welfare. The Statutory Framework briefly sets out the educational programmes and the early learning goals for each area. It also makes it mandatory for practitioners to use the Characteristics of Effective Learning to show how children learn.

The Development Matters in the EYFS stage guidance provides detailed guidance on observing what children are learning, plus examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area.



**Themes, Principles and Practice**

**Safeguarding**

Relevant Documents:

Statutory Framework for the Early Years foundation Stage: ‘setting the standards for learning, development and care for children from birth to five, DfE, 2017.

The statutory guidance ‘Working together to safeguard children’ applies to organisations and professionals who provide services to children.

The guidance was updated in March 2015 to make clear that it applies in full schools.

‘Prevent duty guidance for England and Wales:guidance for specified authorities in England and Wales on the duty of schools and other providers in the County-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism’ HM Government 2015

As a school and in our early year’s provision safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children’s welfare and strive to safeguard children at all times. This includes:

* Regular safeguarding training, including child protection training and updates for staff. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners. The DSP is Mrs Julie Brown.
* Staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner.
* Safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about the behaviour of colleagues. See whistle-blowing policy, e-safety policy.
* The extent to which children behave in ways that are safe for themselves and for others.
* Children’s understanding of dangers and how to stay safe.
* The extent to which children show that they feel safe and are confident to confide in adults at school.
* The steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe.
* The necessary steps taken to prevent the spread of infection, and appropriate action are taken when children are ill.
* The suitability and safety of outdoor and indoor spaces, furniture, equipment and toys.
* The maintenance of records and policies and procedures required for the safe and efficient management of the EYFS and for ensuring that children are safeguarded and their needs are met
* The suitability and qualifications of the adults looking after children or having unsupervised access to them
* The effectiveness of risk assessments and actions taken to manage and eliminate risks.

Please refer to whole school policies: safeguarding, behaviour, health and safety, child protection and risk assessments.

**EYFS provision at Longton Primary School**

The Early Years Foundation Stage applies to children from birth to the end of the Reception Year. At Longton Primary School children join us at the beginning of the school year in which they are five in reception. This policy reflects the main aims of the school which are to ensure that all children, in accordance with their age, ability, aptitude and any special needs that they may have, will become active, independent and responsible members of their own community and of society.

Staff in Reception

Mrs Sue Hothersall – Class Teacher(Paediatric First Aid)

Mrs Rhona Cowburn – Assistant Teacher(Paediatric First Aid)

**Organisation and management of provision**

Early years provision at Longton Primary School is provided in a single form entry class of 30 children. It has its own outdoor area available to all EYFS children and in March 2017 they received the Step Outside Quality mark, the quality of provision and resources has been at least maintained if not enhanced since the award was earned. There is access from this area to a shared outdoor playground, ensuring our youngest children feel part of the whole school family from an early stage. A wide range of indoor/outdoor equipment and resources are available to meet the needs of the children in the early years, and the children also have access to other equipment throughout the school, e.g hall, music room, library etc.

Teaching and learning in the early years curriculum is carefully planned to meet individual needs through long, medium and short term plans based around themes or topics but also based on children’s interests. Children participate in daily literacy, phonics and numeracy activities and RE/PSHE (JIGSAW) are taught discretely throughout the half term. Activities are planned using the EYFS curriculum. Staff organise a range of experiences and opportunities based on ‘real events’ which give children a chance to make decisions and choices, work individually, in groups or as a whole class and explore their learning environment.

Lessons and activities are organised but can be flexible to allow for extended periods of learning and to meet individual needs. The children are introduced to daily and weekly routines and join children in school for assemblies, lunchtimes, seasonal and cultural events (church celebrations).

Staff aim to create a welcoming, happy and relaxed atmosphere which enables the parents to feel confident in their role as their child’s main educator. Teachers and Assistant Teachers are always available to talk to parents before and after school. Parents are encouraged to help their child learn at home. Books to read, words to learn and number activities are sent home regularly for children to share with their family.

If a parent or teacher expresses concern regarding a physical or learning development of a child the SENCo is informed. The SENCo will liaise with outside agencies, parents are always kept informed. (See Policy for Special Educational Needs)

**Organisation and management of the learning environment**

In line with the principles of the EYFS (unique child, positive relationships, enabling environments, learning and development) our policy starts with the child and their interests, abilities and skills rather than the curriculum. We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children’s development, building their confidence as they learn to explore, to think about problems, and relate to others.

The teaching and learning is organised inside and outside the classroom to include some of the following areas of provision:

* Indoors – writing/mark making area, reading area, role play, creative, malleable/sensory, ICT, motor skills, maths area, small world
* Outdoors – small world, gardening, sand shed, building area, art shed, relax shed, sensory path and garden, water area

We ensure that play is planned and purposeful and activities are organised each week to include a balance between adult directed/guided and child initiated with an emphasis on following the needs and interests of the children.

The learning environment also enables children to demonstrate the characteristics of effective learning and adults support the children in playing and exploring, active learning and developing creativity and thinking critically.

The learning environment changes and develops throughout the year, to ensure progression of learning and challenge all children. Provision is also differentiated to meet the needs of individual children and is organised to promote inclusion of children with SEN and EAL.

**Early Years Foundation Stage Curriculum**

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into the National Curriculum at KS1 in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child’s personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

3 prime areas

* Personal, social and emotional development
* Communication and language
* Physical development

4 Specific areas

* Literacy
* Mathematics
* Understanding of the world
* Expressive arts and design.

Children have access to RE and PSHE(JIGSAW) through literacy

At Longton Primary School we are working towards children achieving the early learning goals by the end of the reception year. Development matters, age related bands, help staff identify children’s developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage. We have a key worker system in place to help support individuals and we also use the characteristics of learning when planning for all.

The curriculum at Longton has been developed in line with the EYFS but is bespoke to the children of Longton. Careful observations, assessments and both child initiated and some adult directed activities help us to see where children are with their learning and help us to plane for next steps.

The wider curriculum at Longton consists of:

Educational visits and visitors e.g mobile farm, local vet, firemen and paramedics, family members

Opportunities to access the local and wider environment including; shops, park, library.

Links with local community organisations e.g high schools, church, retirement homes

Links with local nurseries and playgroups – local cluster meetings

British values are promoted by visits from local members of the community e.g Mayor and Mayoress, church visitors and visits, fundraising, teaching of different cultures, celebration assemblies and festivals.

**EYFS planning**

At Longton our planning includes:

Long term planning: this forms an overview and helps us focus on our medium term planning.

* We ensure coverage of all areas of learning and development
* We follow the requirements for RE using the Lancashire agreed syllabus and PSHE using the JIGSAW curriculum
* We identify how we meet the requirements of the educational programmes in relation with the seven areas of development, and the characteristics of learning, which includes monitoring and evaluation

Medium term planning: this informs us to focus on short term planning

* This is usually half termly
* We include a wide range of activities and experiences appropriate to the age group an cohort and inline with the EYFS
* Our daily routines include milk and fruit, lunchtime, key person time, time for arrival and settling in, provision for both indoors and outdoors, time for individual and small group learning, whole class activities with the class teacher.
* Main resources such as planning for the continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified themes
* We observe children’s interests and plan for those
* We review and plan to meet the needs of all children and inform and involve the parents at all times.

Short term planning

* Differentiated activities to meet the needs of all children
* Indoor and outdoor activities planned for
* An overview of weekly taught session, activities and areas that are enhanced or planned for
* On going weekly observations to inform planning
* How children with SEN are supported, monitored and by whom

**Observation and Assessment**

On entry information is gathered from previous settings, parents and other professionals. We visit nurseries, playgroups and homes to discuss transition documents. During this time we collect information, photographs, children’s work. The children are encouraged to regularly visit the reception class

through taster sessions and induction afternoons. We collect information on pupil’s entry to reception using observations and a general baseline check for phonemes, number, shape and other areas of learning, this helps inform us as to where the children are on the development matters age-related bands.

Assessments are ongoing throughout the reception year and are tracked and shared with parents, year 1 teachers, Headteacher and senior leaders to ensure that all children are making progress.

Statutory assessment for reception is at the end of the summer term and is done using the EYFSP and is reported to the local authority.

We use information collected in learning journeys and trackers each half term to record electronically on a tracker for the reception children. Children’s achievements in all areas are highlighted through the awarding of messages home, stickers, silver stars, special awards and achievement assembly and a special celebration assembly for the whole school(which is once a term).

At the end of reception information taken is shared with the year 1 teacher to ensure a smooth transition into year 1.

**Reporting to parents**

In the autumn and spring terms the parents are invited into school for parents’ evening to discuss their child’s achievements, interests and experiences they also get an interim report that shows where their child is in relation to the age related development matters statements and the EYFS early learning goals.

In addition, at the end of the year a full report for reception children provides details of the child’s attainments and progress towards the early learning goals. We share characteristics of learning information. We also have regular open mornings and afternoons and share learning journeys, reading days, outdoor afternoons etc. with parents and grandparents.

Newsletters from reception and a regular blog help to keep the parents informed of the child’s activities throughout the half term and weekly. Information is on the website and the class notice board.

**Reception Induction**

During the spring term parents of children who have been allocated a place at school are invited to an induction meeting where parents are welcomed to the school and introduced to the staff.

A pack of information is provided for the parents containing Early Years information about the school day, picking up and dropping off, parking arrangements, provision for lunchtime, before and after school club, home school agreement, information gathering proformas, school uniform, data protection forms etc.

We also include our ‘All about me’ booklet for children and parents to complete during the summer and share in school in September.

The children are invited to attend induction afternoons in the summer term and to become familiar with the class setting and for parents to find out about what we teach and how children learn. Staff at Longton believe that these induction afternoons enable parents to share valuable information which can help make a smooth transition from home to school and allows parents to ask questions they may have about their child starting school.

The children then attend school in September for full day sessions.

**Parents as Partners**

We recognise that parents are the children’s first and most enduring educators and we value the contribution they make. We recognise the role that the parents have played, and their future role, in educating the children.

We do this through:

* Talking to the parents about their child before their child starts in our setting
* The teacher will visit children in their previous setting prior to starting school
* The children have the time and opportunity to come into school before September
* Invite all parents to induction evenings and afternoons
* Offer an open door policy, where parents can meet the teacher, assistant teacher before or after school to talk, afternoon teas, parent workshops, open classrooms, blogs on the website and learning journals are freely accessible..

All staff involved in the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

**Transition Procedures**

The class teacher liaises with pre-school and nursery staff and transfer information. The class teacher arranges the visits with the feeder nurseries in the summer term. Parents and children are invited to open days.

**Liaison with other agencies**

If a teacher or parent expresses concern regarding the physical or learning development of a child the SENCo is informed. The SENCo will liaise with the class teacher and the parents. The SENCo , class teacher and AT will then liaise with outside agencies. Parents are always kept fully informed.

**Staff Development**

All staff in the foundation stage are conversant with the EYFS, and procedures for observations, assessments, record keeping and planning.

All staff have the understanding of attachment theory and the key worker role. All permanent members of staff will be a key worker for a group of children. The class teacher is the main point of contact for all matters.

The identification of training for teaching and non-teaching staff will take place through performance management or staff appraisals and development interviews.

The Headteacher and the Senior Management Team will endeavour to ensure that:

* Appropriate dissemination of training/materials/good practice takes place regularly
* A record of staff meetings and activities are maintained
* There is an assessment of impact for training on the quality of teaching and learning

**Resources Audit**

Foundation stage staff regularly audit and check resources to ensure safety and quality. All staff have professional responsibility to ensure that equipment and resources are stored safely and appropriately and are in a satisfactory condition.

**Reviewing the Early Years Policy**

The Headteacher, Early years staff and Governors will monitor and review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

Other policies to consider

* Intimate care
* SEND

Adopted in March 2018

Review Date Autumn 2021

Signed:

Date:

Chairman of the Governors