



Baildon Church of England Primary School

Early Years Foundation Stage Policy

Policy Creation: September, 2023
Policy Review Date: September, 2024

'Those who hope in the Lord will renew their strength and they will soar on wings like eagles.'

Vision Statement

We celebrate our place within God's loving family, showing **respect** for ourselves, others and the world around us. We are a safe, **supportive** community of inspired, resilient lifelong learners, with a spirit of curiosity, where every individual is provided with the **opportunity** to flourish and **achieve** in our ever-changing world.

Rationale

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Baildon CE Primary School, children can join our Nursery class the term after they turn 3 in September and a further intake if there are spaces in January. Children can join the Reception class (after a successful application) in the year that they turn five. Through a partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavor to ensure that children “**learn and develop well and are kept healthy and safe.**” We aim to support children in their learning to “**ensure children’s ‘school readiness’ and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life**”.

(Statutory Framework for the EYFS 2021)

Through an Early Years curriculum, which is ambitious for all, we aim to provide opportunities for our children to become life-long learners. We aim to provide them with the necessary tools to succeed, as they continue their journey through Baildon CE Primary School and beyond. We encourage pupils to challenge themselves and develop their resilience, through a safe and nurturing environment. We strive to develop their knowledge and skills through a range of exciting opportunities and through high quality adult interactions to ensure that personal, social and emotional development is at the core. Our aim is all children in Early Years are provided with strong foundations.

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 developing** – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Baildon CE Primary 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 school's Inclusion Manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion Policy for SEN.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- using a wide range of teaching strategies based on children's learning needs.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which the contribution of all children is valued.
- using resources which reflect diversity and are free from discrimination and stereotyping.
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- monitoring children's progress and taking action to provide support / extend as necessary.
- providing a curriculum that is ambitious for all and adapted where appropriate.

Welfare and Safety

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, expectations, rules and limits and to help them understand why they exist. We provide children with choices to help them develop important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. **(See Safeguarding and Child Protection Policy)**

"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."

At Baildon CE we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2023.

We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose.

- ensure that every child receives enjoyable and challenging learning and developmental experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Baildon CE developing positive relationships is at our core. We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Our EYFS curriculum allows staff in EYFS to spend time with all children to focus on developing our positive relationships.

Parents as Partners

We recognise that parents are the children's first and most enduring educators and we value the contributions they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our nursery or Reception.
- visiting the child in their previous setting before they begin Reception.
- the children have the opportunity to spend time with their teacher before starting Reception with transition sessions.
- asking parents to complete a "Me Bag" over the summer holidays with their child to aid transition to Reception in the first half term.
- supporting children through the transition from Nursery / Pre-school to Reception with the children attending shorter sessions in the first few days of school.
- inviting all parents to an induction meeting during the term before their child starts Reception and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics.
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year in Reception at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive information on their child's attainment at parent's evenings and at the end of the school year.
- encouraging parents to contribute to their child's learning profile through our online learning journey, Tapestry.
- arranging a variety of activities throughout the year that encourage collaboration between child, school and parents e.g. stay and play, celebration assemblies, school visits, mystery reader sessions, nativity performance.
- ensuring all parents know that their child's Key Worker is their child's teacher.
- providing a quiet and confidential area where parents are able to discuss any concerns.

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 and enhanced provision.

Effective learning builds and extends upon prior learning, both following children's interests and through a carefully planned, ambitious curriculum. Effective planning is informed by observations and assessments in a personalized online learning journey (Tapestry) and through the work completed in English and Maths books.

Play based learning is paramount and children direct their own learning from carefully planned objective led provision provided by staff. Staff will enhance play and extend as needed to further develop individual learning. There is both a high quantity and quality adult interactions within the Nursery and Reception settings. High quality adult interactions are key to ensure the children are supported in their play and exposed to a language rich environment. Adults will support the development of basic language skills as well and exposing children to an increasing range of vocabulary.

Learning and Development

Teachers and early year's practitioners provide the curriculum in the Foundation Stage classes.

There are seven areas of learning and development of which three are "prime areas" and four are "specific areas."

The **prime areas** are:

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

The **specific areas** are:

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

Through careful assessments and observations, including information provided by parents, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. If a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Inclusion Manager in order to access Special Educational Needs support.

At Baildon CE:

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, developing communication and language skills, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Adults support their learning further by modelling communication and language skills and ensure an exposure to a wide range of vocabulary. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Experiences and activities planned will reflect the different ways that children learn. At Baildon CE we support children in using the three characteristics of effective teaching and learning. These 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.

(Taken from statutory framework for the EYFS 2023)

Religious Education is also taught in the Reception class using the Understanding Christianity scheme and the Diocesan Syllable. Religious Education in Nursery is explored through introducing the Bible and familiar Bible stories.

Equal Opportunities

All members of the 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.

Health and Safety

At Baildon CE, there are clear procedures for assessing risk which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. First aid will be administered by trained staff only.
- A 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.
- An E-Safety policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- 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 and within the outdoor area.

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing,

wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Safeguarding

We adhere to the rules in our Safeguarding Policy and its purpose is to set a clear protocol of action and a framework for our responsibilities and legal duties in relation to each child's welfare. The hope is to ensure a reliable and effective response in the event of any concern for a child's welfare, and to support each child and each family.

We aim to put children's needs first at all times. We hope to encourage children to be confident and assertive. We aim to develop a trusting and respectful relationship with the children in our care, so that they know they will be listened to and believed.

Transition from Home to Nursery

Nursery parents and their children are invited to look around the Nursery provision before their child starts in the setting. Home visits are offered to support successful transition as well as visits to previous settings, if applicable.

From Nursery / Pre-school / home to Reception

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents and children are invited to a meeting to look around the school, meet the staff and ensure they know about school procedures and any concerns they may want to express. The children are invited to visit their Reception Class during an informal morning of activities.
- Members of staff from Baildon CE make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children from the school Nursery will have visits to the school setting throughout their time in Nursery and regular, planned visits to the Reception class where they get an opportunity to engage with staff and become familiar with the environment.
- Children requiring extra support can have additional visits regardless of their setting.

From Reception Class to Key Stage 1

Early Years Profile

- During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.
- Each child's level of development is assessed against the Early Learning Goals (ELG). The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). The Year 1 teacher is given a copy of the child's report together with a short commentary on their skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue

- In the final term in Reception there is a 'transition morning', where the children spend the morning in their new classroom with their new teacher. Other transition activities also take place in the last half term e.g. using the Year1 classroom when it is free for a weekly lesson and the Year 1 teacher reading the end of the day story.

During the first six weeks of school the Statutory Reception Baseline Assessment is completed. This generates a report for all children, which is available for parents/carers should they request.

It is the responsibility of those working in Nursery and Reception to follow the principles stated in this policy. The Headteacher and EYFS co-ordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule.

- To be reviewed in September, 2024

Governor Approval: Victoria L. Heather