

Early Years Foundation Stage (EYFS) Policy

Please note that all Early Years Settings must adhere to the document known as the 'Statutory Framework for the Early Years Foundation Stage' (DFE, January 2024)

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.'

(Statutory Framework for the EYFS 2024).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Ormskirk C of E Primary School and Acorns Nursery and Baby Room we have provision for children in the following stages:

ACORNS NURSERY:

- **BABY ROOM** - 6 months old to 2 years old
- **LITTLE ACORNS** - 2-3 years old
- **PRE-SCHOOL** - 3-4 years old

SCHOOL:

- **RECEPTION** – 4-5 years old

The children join the Reception class on a phased introduction at the beginning of the school year in which they are five.

The EYFS is based upon **four principles which shape our practice within the Early Years:**

- **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 (see the reference further on about the Characteristics of Effective Learning) and at different rates.

As a Unique Child at Ormskirk C of E Primary and Acorns Nursery and baby room, 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 afternoons and rewards, to encourage children to develop a positive attitude to learning.

In planning and guiding what children learn, the staff always reflect on the different rates at which children are developing and adjust their practice appropriately. Three **characteristics of effective teaching and learning** 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

Learning and Development

The framework does not prescribe a particular teaching approach. 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. Children learn by leading their own play, and by taking part in play which is guided by adults. Staff decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate

children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

There are **seven areas of learning and development** that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the **prime areas**:

- communication and language
- physical development
- personal, social and emotional development.

We must also support children in four specific areas, through which the three prime areas are strengthened and applied. The **specific areas** are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Inclusion/Special Educational Needs (SEN)

We value the diversity of individuals within the school and do not discriminate against children because of 'differences.' All children at Ormskirk C of E Primary School and Acorns Nursery and Baby Room are treated fairly regardless of race, religion, gender or abilities. All children and their families are valued within our school. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. 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 SENCO 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 as necessary.

Every Child Matters - In order to accommodate the individual's particular learning style sessions and activities will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty. It is important to us that all children in the school are 'safe'.

We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. 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 Whole School Safeguarding Policy)

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.

Welfare

“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 Ormskirk C of E Primary School and Acorns Nursery and Baby room, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

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 development 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. We endeavor to meet all of these requirements.

Positive Relationships

At Ormskirk C of E Primary School we recognise that children learn to be confident and independent learners through the development of secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Each child is assigned a **key person**. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Parents and/or carers will be kept up-to-date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Within our setting we use the key worker system. For children within the baby room we allow a period of settling and consider if any bonds have been formed naturally. A key person will then be assigned. Similarly, the key workers are assigned for the rest of the nursery.

Within Reception, the children are allocated a key person. This will either be the class teacher or the teaching assistant. However, within the Reception class, the class teacher will remain the overall point of contact for families and will still be responsible for all of the children.

Observation, Assessment and Planning

Within the Nursery and Reception phases the planning is based upon the children's interests and is child led/in the moment. Each phase of the Acorns Nursery, plan a combination of weekly adult led activities and continuous provision, whilst also following 'in the moment' opportunities led by the children. They aim for a balance of child led, child led supported and adult led activities and opportunities. We have a responsive curriculum which builds on the characteristics of effective learning and gives opportunities to develop a sense of awe and wonder.

The children are regularly asked in Reception about what they would like to learn and through the Talking Tub activity, the teachers reflect on the children's interests. This is indicated on the weekly planning.

We make regular assessments of the children's learning and we use this information to ensure that future planning reflects identified needs.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

Assessments in the EYFS take the form of observations on the Ipad and this involves the teacher and other adults as appropriate. Observations are recorded for children individually and in groups on an e-based system (Earwig), and are referenced against the Early Years Outcomes months bands and Early Learning Goals.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

Progress check at age two

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's

Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

We encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

Enabling Environments

At Ormskirk C of E Primary School and Acorns Nursery and Baby Room, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

The Learning Environment

Acorns Nursery

The Acorns Nursery is organised into 3 separate rooms. The Baby Room, Little Acorns and Pre-school rooms are all organised and designed to reflect the particular age and children's needs. Little Acorns have access to an outdoor area separate to the pre-school children. Opportunities for outdoor time for the babies is carefully planned for and managed. A buggy bus is a great way of transporting our babies around our outdoor environment. The pre-school children have free-flowing access to their outdoor environment.

Reception

The Reception classroom is organised to allow children to explore and learn securely and safely. We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning. Challenge areas are developed to enable independent learners. The children have daily access to an indoor and outdoor environment that is set up in areas of learning with planned continuous provision. The children are able to find and locate equipment and resources independently. The Reception EYFS has its own outdoor area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.

It offers the children opportunities to explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Planning and guided children's activities will reflect on the different ways that children learn.

Religious Education is also taught in the reception classes in accordance with Lancashire guidelines.

Health and Safety at Ormskirk C of E Primary School

There are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2024, at Ormskirk C of E Primary School we undertake;

- A whole school medicines 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 will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge.
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. All staff are paediatric first aid trained.
- 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
- A safeguarding policy stating how mobile phones and cameras are not to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff personal use.

TRANSITION

Transition between Baby Room, Little Acorns and Pre-School

Children in the baby room will progress to the Little Acorns room the half term after their second birthday. This will be discussed between the baby room key workers and parents/guardians as appropriate. Children progress to the pre-school room in the September before they turn four. Key workers work closely together to hand over information about children where needed.

Transition from Pre-school /Feeder settings

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 are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- During the summer term parents are encouraged to complete an "All About Me" questionnaire. It is used during the autumn term to support transition and to inform planning.
- The children are invited to three induction afternoons known as 'Tadpole' visits to their reception class.
- Members of staff from Ormskirk C of E Primary School 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.

From Reception Class to Key Stage 1

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. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the Early Learning Goals. Staff identify whether each child is 'expected' or 'emerging'. Barriers to learning are identified and specifically planned for. This information is shared with Year 1 teachers and discussions are had regarding each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Monitoring and Review

Acorns Nursery

Each key worker has responsibility for monitoring and tracking the progress of their key children. This information is shared with the EYFS leader on a half termly basis to ensure barriers to learning are identified and that key groups and next steps are being focused upon. It is the responsibility of room leaders to support and monitor progress on a monthly basis. Progress of children is discussed at keyworker supervision meetings.

Reception

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. This includes those children who, by exception, complete the EYFS in an Ofsted or childminder agency registered setting and who are due to start school in year 1 in the following academic year. 2

It is the responsibility of the Reception teacher to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This Governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head Teacher and subject coordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.