



Inspiring All to Excellence



*Pride in myself; Pride in my work;
Pride in my school; Pride in my community*

Glascote Academy

EYFS Policy

Document Control

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| Section | Changes Made |
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| 10 | Behaviour policies amalgamated |
| 11 | Safe collection of children policies amalgamated |
| 12 | Transition policies amalgamated |
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1 Introduction

- 1.1 The Early Years Foundation Stage within school extends from the age of four to five years, the end of the reception year. Entry into our primary school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).
- 1.2 The Early Years Foundation Stage (EYFS) is important in its own right, and also in preparing children for later schooling.
- 1.3 Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:
 - it builds on what our children already know and can do;
 - it ensures that no child is excluded or disadvantaged;
 - it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
 - it provides a rich and stimulating environment.

2 Aims and objectives

- 2.1 The curriculum of the EYFS underpins all future learning by promoting and developing:
 - personal, social and emotional well-being;
 - positive attitudes and dispositions towards learning;
 - social skills;
 - attention skills and persistence;
 - language and communication;
 - reading and writing;
 - problems solving, reasoning and numeracy;
 - knowledge and understanding of the world;
 - physical development;
 - creative development.

3 Teaching and learning style

- 3.1 The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the EYFS just as much as they do to the teaching and learning in Key Stage 1 or 2.
- 3.2 The more general features of good practice in our school that relate to the EYFS are:

- the partnership between Reception staff and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that Reception staff have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve their potential by the end of the EYFS;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working within the EYFS.

4 Play at the Foundation Stage

- 4.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

5 Inclusion at the Foundation Stage

- 5.1 We believe that all our children matter. 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 we are planning for their learning (**see school policy on inclusion**).
- 5.2 During Reception, we set realistic and challenging expectations and targets aimed at the needs of our children, so that most achieve a Good Level of Development (GLD) by the end of the EYFS. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.
- 5.3 We meet the needs of all our children through:
- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;

- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid 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 providing support (such as speech therapy), as necessary.

6 The EYFS curriculum

- 6.1 Our curriculum reflects the areas of learning identified in the EYFS document/ Development Matters. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.
- 6.2 The new EYFS guidance (Development Matters) is the curriculum that continues from birth to five years. It encompasses the objectives stated in the new Primary Frameworks for both Literacy and Numeracy. Teachers address these requirements in a flexible way at first, but by the end of the EYFS, as part of the smooth transition to Key Stage 1, children are experiencing both Maths and English including phonics and Reading within a range of whole class and adult led activities within the continuous and enhanced provision.
- 6.3 The EYFS provide the basis for planning throughout Foundation. Our medium-term planning is completed termly, and identifies the intended learning, with outcomes, for children working towards fulfilling their potential.

7 Assessment

- 7.1 The EYFS Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of Reception, and to summarise their pupils' progress towards the EYFS. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment within Reception takes into account a range of evidence with the main focus taking the form of observations by the Reception staff. The collection of assessment data at the end of the academic year is a statutory requirement.
- 7.2 During the first term in the Reception class, the Reception staff assesses the ability of each child, using the EYFS Profile (Development Matters Document) on Tapestry, recording concerns/no concerns. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained in the EYFS Profile at our parental consultation meetings and on an ongoing basis. Staff will also use NFER baseline assessment test to form a baseline for future assessments in literacy and maths.
- 7.3 At the end of the final term in Reception the children are assessed using the early EYFS Framework Early Learning Goals (ELG) to ensure that they attain a GLD by the end of Reception. We send a summary of the profile assessments to the LA for analysis. The child's next teacher uses this

information to make plans for the year ahead. We share this information too at parental consultation meetings.

- 7.4 The Reception staff keep evidence files and Tapestry for all children and use these to gather and record a range of evidence that allow completion of the EYFS Profile.
- 7.5 Parents receive an annual report that highlights their child's end of EYFS attainment, Characteristics of Effective Learning with added teacher comments. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

8 The role of parents

- 8.1 We believe that all parents have an important role to play in the education of their child. We therefore 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 school;
 - visits by the teacher to as many children as possible in their Nursery/playgroup/Pre-school setting prior to their starting school;
 - opportunities given to the children to spend time in their new classroom before starting school in September;
 - inviting all parents to an induction meeting during the Summer term before their child starts school in September;
 - offering parents regular opportunities to talk about their child's progress in our Reception class;
 - encouraging parents to talk to the teacher if there are any concerns;
 - arranging for children to start school gradually over the first two weeks of term, so that the teacher can welcome each child individually into our school;
 - encouraging parents to stay if there are problems with the child's admission;
 - offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
 - providing various activities that involve parents, i.e. regular communication with home through the child's school diary, inviting parents to numerous occasions across the school year such as parent/teacher consultation evenings (termly), performances including Parent Assemblies, Open Days, and Family lunches.
 - Parents are encouraged to upload and comment on observations on Tapestry.
- 8.2 There is a formal meeting for parents at the end of the Reception year during which the child's progress against the EYFS Profile is discussed in private with the teacher.

9 Resources

- 9.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. There is a mix between adult-lead and child initiated activities. We

encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

10 Behaviour

10.1 **Strategies with children who engage in inconsiderate behaviour**

In Reception all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

A positive approach is used as we acknowledge considerate behaviour such as kindness and willingness to share through praise, recognition and reward (e.g. stickers, Golden Tickets, House points). We never use physical punishment, such as smacking or shaking. Children are never threatened with these.

Physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property may be used if deemed necessary. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Foundation leader and/or Headteacher leader. Any child who has the potential to hurt themselves will have a personal care plan.

10.2 **Rough and tumble play and fantasy aggression**

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

In Reception we recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. We also recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

10.3 **Hurtful behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

Young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves. Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.

As part of our underpinning PSE ethos we recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by

naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'. Furthermore, we help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.

Reception staff will help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.' We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries. Reception staff supports the development of children's social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

10.4 **Bullying**

All staff of Glascote Academy takes bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. **(See main school policy).**

11 Safe Collection of Children

11.1 Parents of children beginning Reception are asked to provide specific information which is recorded on our school registration Form, including:

- home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative;
- place of work, address and telephone number (if applicable);
- mobile telephone number (if applicable);
- Information about any person who does not have legal access to the child; and
- Who has parental responsibility for the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they should inform the school and/or Reception staff.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they should inform the school/Reception staff. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from school by an authorised adult and the staff can no longer supervise the child on our premises - we apply our child protection procedures as set out in our child protection policy.
- Children are collected in the same way as the rest of the school, using 6th gate system.

11.2 If a child is not collected at the end of the day, we follow the following procedures:

- All reasonable attempts are made to contact the parents or nominated carers.

- The child does not leave the premises with anyone other than those authorised to collect them
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority social services department:
- The child stays within the care of school staff until the child is safely collected either by the parents or by a social worker;
- Social services will aim to find the parent or relative if they are unable to do so, the child will be admitted into the care of the local authority.
- Under no circumstances are staff to go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Ofsted may be informed:

12 Transition to Year One

12.1 We aim to make the transition from Reception to Year 1 as smooth as possible.

12.2 All information including SEND, targets and final assessments made during the Foundation Stage are given to, and discussed with, the Year 1 teacher through the guidance and support of the EYFS leader. This ensures that the children's achievements and next steps are known which will enable them to continue the learning journey.

- Before the children move to Year 1, they will meet their new teacher (and TA/Nursery Nurse support) in July during an introductory session.
- The parent's are also aware that they are able to raise any questions, queries or concerns with the Reception staff and/or Headteacher at any time.
- To ease transition Glascote Academy has decided to implement many aspects of the Early Years curriculum and ethos into the Year 1 classroom. The continuation of areas such as role play, writing corner, construction, and a more topic based afternoon session to cover all the areas of science, history, geography, etc using more creative methods will support and stimulate all the children throughout their first year of the New National Curriculum 2014 and allow them to make constructive links between the subjects. The planning for Year 1 is over seen by the Early Years leader

13 Other Documents

See also the following documentation/policies/procedures:

13.1 Settling in policy (specific to Reception)

- 13.2 Annual Risk Assessment (specific to Reception)
- 13.3 Behaviour and Discipline (School policy)
- 13.4 SEND (School policy)
- 13.5 Curriculum (School policy)
- 13.6 All other school policies
- 13.7 Medication Policy (whole school policy)