

# Early Years Foundation Stage policy

## Beeston Hill St Luke's Primary School



**Approved by:** Louise Booth /Kate Davey

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## **1. Aims of the policy**

To ensure children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.

To ensure quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.

To ensure close partnership working between practitioners and with parents and/or carers.

To ensure every child is included and supported through equality of opportunity and anti-discriminatory practice.

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## **2. The principles of the EYFS at St Luke's**

At St Luke's we aim to inspire a lifelong fascination and curiosity about God's world, and a kindness towards all of His children.

The four guiding principles underpin all our aims and practice throughout our early year's provision.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong, kind and independent through **positive relationships**.
- Children learn and develop in a calm, clean and organised **enabling environment**.
- Experiences respond to our children's individual needs. Using both indoor and outdoor provision
- We endeavour to build strong relationships with parents and carers.
- Our curriculum and provision involves and inspires all children, including children with special educational needs and disabilities: **children develop and learn in different ways and at different rates**.

## **3. The structure of the EYFS at St Luke's**

### **Nursery**

78 places – 15 hours provision

39 – Morning – 8.45 – 11.45

39 – Afternoon 12.15 – 15.15

**Staffing** – Nursery Manager (Qualified Teacher), Nursery Officer (Level 6 with Early Years Professional status) Nursery Nurse (Level 3), Nursery Assistant (Level 2). Relevant SEN staff for children with special educational needs.

**Ratios** - in the 3-4s Nursery the maximum amount of children at any one time is thirty nine. The ratio whilst the Nursery manager or Nursery officer are present is 1:13. When the Class Teacher is not present but the Nursery Nurse and Nursery officer are present, the ratio remains at 1:13. Where both the Class teacher and Nursery Officer are not present, the ratio is 1:8

### **Reception**

2 Classes (60 places)

In Reception the children come to us from a variety of settings, some from our own nursery, other local nurseries, childminders and children who have never been to a childcare setting before.

This year 35% of the cohort did not attend St Luke's nursery and came from other providers.

**Staffing** - In each Reception class there is 1 qualified teacher and 2 Learning Support Assistants to support. In addition there may be SEN Assistants to work with children with special educational needs.

### **Key Workers**

At St Luke's we understand that creating positive, caring and long lasting relationships between staff, parents, carers and children is vital. These relationships enable us to share information about the children's wellbeing and education. In Nursery there are 3 key worker groups lead by the Nursery Manager, Nursery Officer and Nursery Nurse.

In Reception class the teachers take on the Key Worker role.

## **4. Curriculum**

The Early Year's curriculum is designed to give every child the best possible start to their education. It is interconnected by the seven areas of learning to inspire a lifelong fascination and curiosity for learning. We place particular emphasis on the three prime areas of learning which are crucial for igniting children's curiosity, for building their resilience and giving them the capacity to learn and to help them form relationships and thrive.

### **The prime areas are:**

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

### **The prime areas are strengthened and applied through 4 specific areas:**

- Literacy
- Mathematics
- Understanding the world

## Expressive arts and design

The early years curriculum is delivered through carefully chosen topics/themes. They are delivered in both Nursery and Reception, ensuring the children build on and extend their knowledge. Alongside our specific topics, we follow the children's interests and take advantage of any teaching opportunities happening in our environment or community. We believe that every interaction is a valuable learning opportunity.

**Our topics and themes** - Nursery Rhymes/ Favourite Stories, All about me, Celebrations, Our World, New Life/ Growing, Adventures, People Who Help Us

## 5. Planning and Teaching

Staff plan activities and experiences that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

**Nursery** - During the early terms of nursery, planning focuses on PSED, CL and Physical Development. As the terms progress, planning widens to focus on other aspects such as Literacy and Mathematical development. Detailed planning that focuses on individual children's needs and progress is used. Planning in Nursery is both Topic-Led and Child-Initiated as the children progress.

**Reception** – In the early weeks, planning focuses strongly on PSED and CL ensuring the children settle, understand the boundaries, build strong relationships and feel safe and secure within the classroom. Once this becomes embedded and the appropriate atmosphere has been created, planning widens covering the following areas: Phonics, Literacy, Mathematics, Religious Education, Collective Worship, Physical Development, ICT, PSED, Topic-Led activities and activities focusing on the children's interests.

In both Nursery and Reception planning encompasses all the areas of our quality provision:

- Outdoor
- Mark making/ Writing areas
- Sand – Dry/Wet
- Water
- Malleable
- Maths
- Kitchen/ Home Corner
- Role-Play
- Construction
- Small World
- Topic/ Seasonal Areas
- Book corner/ Story baskets
- Painting
- Cut and Stick

Teachers also take into account the individual needs, interests and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability they will have support through the Graduated Approach. Teachers are closely supported by the SENCO to plan and provide a full

curriculum for all children, using relevant documents, such as the EYFS and the SENIT developmental journal.

### **Interventions**

In both Nursery and Reception, carefully planned interventions are used to target any gaps or barriers that will prevent the children from achieving their full potential. These interventions include the following:

- Toilet training
- Attention and listening
- Speech and language
- English as an additional language
- Fine and gross motor skills

## **6. Assessment**

At St Luke's, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

We follow an Early Years' assessment timetable that ensures the careful monitoring and progression of all children. Children are assessed in their first 6 weeks in Nursery and Reception, giving us a clear baseline from which to work from. This helps us ensure all children make progress during their time at St Luke's. Assessments are moderated between the Nursery and Reception staff ensuring a clear picture is created for each child.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

Meeting expected levels of development

Exceeding expected levels or,

Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

## **6. Working with parents**

At St Luke's we understand that parents are a child's first and most enduring educator. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development in a variety of ways: verbally with key workers, through the children's profiles, parents' evenings, mid-term

and-end-of year reports. We feel this information gives parents a well-rounded picture of their child's knowledge, understanding and abilities.

The key worker supports parents/ carers in guiding their child's development at home. The key worker also helps families to engage with more specialist support, if appropriate.

In both Nursery and Reception we adopt an open door policy where parents can come and talk to their child's key worker at the beginning and the end of the session.

The Parental Support Worker and Behaviour Support Manger play an important role in building relationships with families who may need support. They provide help to parents and carers who may need support with behaviour, family/ home issues, financial issues and health care.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Louise Booth (Head Teacher) and Kate Davey (Foundation Stage Coordinator) every year.

At every review, the policy will be shared with the governing board.

## **Appendix 1. List of statutory policies and procedures for the EYFS**

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy