

Cobbs Brow School

Early Years Foundation Stage Policy

February 2019



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 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.

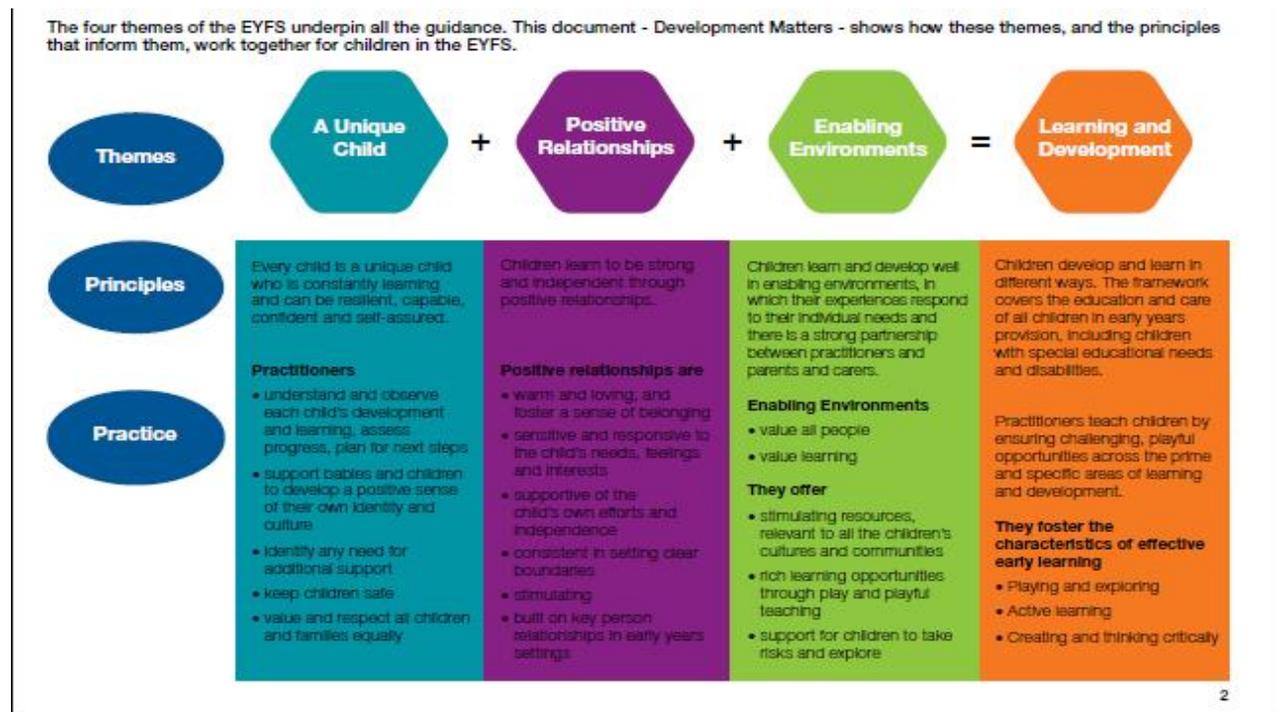
Introduction to Statutory Framework for the Early Years Foundation Stage, March 2017

The overarching aim of the Early Years Policy at Cobbs Brow Primary School, Little Acorns and Tiny Acorns Nursery is to promote the principles of the Statutory Framework for the Early Years Foundation Stage, March 2017 and The Development Matters in the Early Years Foundation Stage Guidance, September 2012.

The Statutory Framework for the Early Years Foundation Stage document states the requirements for schools and early year's settings to support children's learning and development and sets out the safeguarding and welfare requirements. 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 Early Years Foundation 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 of learning.

Themes, Principles and Practice



Safeguarding

As a school safeguarding is a priority within our early year's provision. We look to ensure all children are healthy, safe and secure, 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. (see safeguarding policy)
- the extent to which children behave in ways that are safe for themselves and 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 the setting/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 is taken when children are ill
- the necessary steps are taken to safeguard children regarding the misuse of technology – staff do not use their own laptops or cameras to take or store photographs of children. Staff do not use mobile phones within the early years settings – these are stored in lockers. (see e-safety policy).

- 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 Early Years Foundation Stage 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 appraisal arrangements, training, support and skills development of staff.
- the effectiveness of risk assessments and actions taken to manage or eliminate risks. (See risk assessment for provision in EYFS and health and safety policy)

All staff within school are familiar with the governments 'Keeping Children Safe in Education' document, the 'Working Together to Safeguard Children 2015' document and the 'Prevent duty guidance for England and Wales 2015' document.

Designated Safeguarding Lead – Mr Ian Eaton (Headteacher)

Deputy Safeguarding Lead – Miss Lisa Freeman (Acting Deputy Headteacher)

Please see our Whole School Policy on Safeguarding and Child Protection, January 2017, for further information.

Paediatric First Aid Qualifications

	Date Obtained	Date Expires
Reception Paula Baldwin Hannah Ward Nicola Harrison Lorna Bishop Denise Hudson	October 2017 September 2016 May 2016 October 2017 November 2017	October 2020 September 2019 May 2019 October 2020 November 2020
Little Acorns Gemma Jones Vicky Cullen Clare Brady	February 2018 October 2017 March 2018	February 2021 October 2020 March 2021
Tiny Acorns Lisa Turner Gemma Donaldson	May 2017 March 2018	May 2020 March 2021

EYFS Provision in this setting:

The terms 'early years' and 'Early Years Foundation Stage' in our context refer to the Nursery and Reception children.

This policy reflects the mission statement of the school which is:

Cobbs Brow School provides a happy, secure and friendly learning environment where every child matters. Staff, governors and parents work in partnership engaging and motivating children to enjoy learning and to achieve their full potential. Everyone is valued and nurtured to develop as successful, confident and responsible citizens gaining lifelong learning skills and a strong sense of community.

EYFS Provision at Cobbs Brow Primary School

Staff in the early years are:

Reception

Mrs Paula Baldwin – Infant 1 Class Teacher and Early Years Leader.
Miss Hannah Ward – Infant 2 Class Teacher
Miss Nicola Harrison – Level 3 Teaching Assistant
Mrs Lorna Bishop – Level 3 Teaching Assistant
Mrs Denise Hudson – Level 1 Teaching Assistant (morning)
Miss Michelle Whittle – Level 2 Teaching Assistant (afternoons)

Nursery (Little Acorns 3-4 yr olds)

Miss Gemma Jones – Nursery Teacher
Mrs Vicky Cullen – Nursery Practitioner
Mrs Clare Brady – Nursery Practitioner

Nursery (Tiny Acorns 2-3 yr olds)

Mrs Gemma Donaldson – Class Teacher
Mrs Lisa Turner – Nursery Admissions Manager
Mrs Emma Jones – Deputy Nursery Manager
Miss Chloe Durkin – Nursery Practitioner

Out of School Club

Mrs Clare Brady – Manager
Ms Sue Holmes – Deputy Manager

Organisation and management of provision:

Early Years provision at Cobbs Brow Primary School is organised within the Foundation Stage classroom and Little Acorns Nursery and Tiny Acorns rooms. On entry the admissions number to reception class is 40 pupils aged 4-5 (Reception), Cobbs Brow Little Acorns Nursery also caters for up to 40, 3-4 year olds and Cobbs Brow Tiny Acorns caters for 20, 2-3 year olds. The classrooms are resourced with areas of continuous provision which facilitates learning in all areas of development, for example, reading, writing, role play, construction, malleable, sand, water and creative areas. We have a well resourced outdoor area directly off the classrooms, to which the children have free-flow access daily, in all weathers. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years department, and the children also have access to other equipment and facilities throughout the school, e.g. hall, ICT suite and library.

The children are engaged in a variety of stimulating activities daily, with a balance of child-initiated and adult-led learning. Discrete phonics sessions take place daily in small groups that are tailored to the level of development of each individual child. Identified children will have daily interventions for a variety of needs such as Phonics, Speech and Language, Fine and Gross Motor Control and Number. The children in Reception are included in celebration assembly each week and have lunch time with the children in Key Stage One.

A key person system operates within the settings. Each child will be allocated a member of staff as their key person, who acts as a familiar point of contact for the child and their family. Children will spend time with their key person in small group sessions throughout the week.

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 practice 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 classrooms are organised into areas of continuous provision, consisting of role play, small world, construction, reading, mark-making, mathematics, malleable, creative workshop, painting, sand, water, sensory, music and ICT. The outdoor provision provides opportunities for children to develop their gross motor skills, provides opportunities for art, music, sand and water play on a larger scale, and outdoor role play opportunities such as den-making. The children are also encouraged to explore their natural environment. The areas of provision are enhanced daily/weekly according to the children's needs and interests, and change throughout the year to ensure ongoing progression and challenge for all children. Provision is differentiated to meet the needs of individual children, and to promote the inclusion of children with SEN and EAL.

Practitioners plan for children's play experiences by following the needs and interests of the children to ensure that learning is real, relevant and purposeful. Provision is organised so that children have time each day to engage with adult-led and child-initiated activities, and this balance is determined by the needs of individual children. The learning environment enables children to develop the characteristics of effective learning and enables adults to support the children in playing and exploring, active learning, and developing creativity and thinking critically. Learning is made real through first-hand experiences and events which give children chance to make choices, work together, explore and create.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the revised EYFS, September 2012 and is planned to lead smoothly into the National Curriculum at KS1 in a way which is relevant and meaningful for all children. Transition is carefully planned and managed to ensure new class teachers have an excellent understanding of children's individual needs. The close working relationships between all staff and children within EYFS and KS1 promotes a smooth and seamless transition. 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 & language;
- physical development;

4 Specific Areas:

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

Reception children have weekly RE sessions and daily access to collective worship.

At Cobbs Brow we are working towards children achieving the early learning goals by the end of the reception year. Development Matters age related bands (***Unique Child***) 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 use the Development matters **Positive Relationships** and **Enabling Environments** when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

The curriculum at Cobbs Brow has been developed in line with the EYFS requirements for long, medium and short term planning. Characteristics of Effective Learning underpin all activities and each area of learning is planned for daily/weekly to ensure essential skills and knowledge are covered.

The wider curriculum at Cobbs Brow consists of:

- Educational visits and visitors, e.g. family members, members of the local community (nurses, police officers etc).
- Opportunities to access the local and wider environment including shops, parks, countryside and libraries.
- Links with local community organisations, e.g. churches/high schools/businesses/
- Strong Partnership links with St John's Children's centre and SHARES (local network and consortium of schools)
- Links with pre-school playgroups, day nurseries, childminders and local authority maintained nurseries.
- Play and stay parent and toddler group which meets every Wednesday in the school hall.
- Strong links with West Lancashire College and SCITT Teachers training at SHARES – we offer placements for a variety of students on early years courses.

EYFS Planning

At our school planning includes:

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

- ❖ We reflect on the four EYFS overarching principles, and review our practice in light of the EYFS 2008 Commitments.
- ❖ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework & whole school initiatives.
- ❖ We follow the requirements for the locally agreed syllabus for RE as appropriate.
- ❖ We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation.

Medium Term Planning: this informs and helps us focus on short term planning.

- ❖ Consists of a two-week time frame (to allow us to follow the specific interests and needs of the children).
- ❖ We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes using development matters positive relationships/enabling environments to support planning effective provision.
- ❖ Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for

identified children's interests and themes for nursery, reception and KS1 children, e.g. ourselves, seasons, change and growth, etc.

- ❖ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children.
- ❖ We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year.
- ❖ We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development.

Short Term Planning: takes account of the 'Observation, Assessment and Planning cycle' outlined in the Development Matters EYFS Guidance. It provides a weekly overview of teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning. We use development unique child/ positive relationships /enabling environments to support our planning.

This includes knowledge of prior learning, specific planning to meet the requirements of the seven areas of learning and development, mental maths, phonics and the locally agreed RE syllabus. It also includes planning for adult led or adult guided activities, enhancements in continuous provision and activities to support observed interests of the children.

Observation and Assessment

On Entry Assessment

On entry to nursery, the staff assess the children against the development matters age-related bands to determine a baseline. Information is gathered from children's previous settings, e.g. using transition documents from previous nurseries/childminders, through discussion with parents and other professionals, and from observations during pre-school visits. This process is then repeated on entry to Reception, and as most children enter school from Cobbs Brow Little Acorns Nursery this transition is very smooth.

Formative Assessment

Ongoing assessment information collected is collated on an 'Assessment Wall' and then included in a child's Learning Journey book to document and track their individual progress. Learning Journey books are used for collecting ongoing information on a child's progress and achievements throughout the year, which includes a range of annotated evidence such as photographs, post it notes, observation sheets and samples of children's work. These assessment procedures are used on a daily basis and feed into subsequent planning to ensure that every child's needs are being met.

Summative Assessment

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.
- Concerns about individual children's progress are identified and addressed.
- The quality of provision is monitored and improvements made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- The staff have the skills and knowledge they need to enable the children to make progress.

We use the Lancashire Tracker and schools own tracking systems to ensure that attainment and progress are closely monitored, and to enable staff to identify gaps in children's learning that can be addressed in subsequent planning and support.

Children in Tiny Acorns Nursery have a 2 year old assessment completed the term after they turn 2.

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority. Information collated from ongoing tracking and assessment throughout the year is used to compile the EYFSP, along with contributions from parents. The EYFSP is subject to both internal and Local Authority moderation procedures.

'Each child's development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile' Statutory Framework (Assessment 2.7) March 2017

Reporting to Parents

At the end of the reception year, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities. A short commentary on each child's skills and abilities in relation to the three characteristics of effective learning must also be communicated to parents.

In Tiny Acorns, staff will share the results of the 2 year old statutory assessment with parents.

Information about children is shared between parents and staff on an ongoing basis throughout the year, through sharing of Learning Journeys, Parents' Evenings, interactions at the beginning and end of the school day, School Website, Newsletters, online app See-Saw and Early Year's Curriculum Workshops.

Induction/Parental Engagement & Involvement

In the summer term before children start in Reception, Cobbs Brow runs a series of induction sessions to support the children with settling into school. Where appropriate, the class teachers also visit the children's nursery setting to discuss children's level of development with nursery staff. An induction meeting is also held with parents during the summer term, where arrangements for starting school are discussed.

At Cobbs Brow, parents are warmly welcomed into school and encouraged to play an active role in their child's learning. Children in the early years have a home-school communication book, and early years newsletters are sent home weekly detailing what the children have been learning and how parents can support learning at home. Cobbs Brow also run many early years curriculum workshops for parents on a regular basis, and parents are regularly invited into school to share in the children's learning.

Transition Procedures

Points of transition:

Home to Nursery:

A one-to-one meeting within the setting where parents can discuss their child is offered to all parents. If requested, staff can visit the family and children at home. Children come in for induction days during the term before they start nursery.

Tiny Acorns to Little Acorns:

Staff visit children in other classes regularly and there are opportunities throughout the year for nursery children to work together and share experiences. Learning journeys are shared and children and parents are invited to induction sessions.

Nursery to Reception:

Staff may visit nursery settings if appropriate where children's records of achievement are shared. The nursery staff bring the children through to the Reception classroom on a regular basis throughout the year and the Reception class teachers visit the children in nursery. Children are welcomed into school for several induction sessions during the term before they begin Reception.

Reception to Y1:

Reception and Year 1 staff liaise closely and discuss each child's EYFSP and characteristics of effective learning. Children in the EYFS work closely with the Year 1 children throughout the year.

Acorns Out of School Club:

Our out of school breakfast and after school provision also follow the EYFS guidance for the children that attend who are under 5. They operate a transition book between parents, the OSC and the class teacher to ensure that messages are passed between staff and parents quickly and effectively.

Evaluation and Review

This document was updated and modified through a process of consultation with teaching staff and Governors. It is the responsibility of all staff and governors to monitor their adherence to this policy. The policy is reviewed annually.

This policy was updated: February 2019

To be reviewed: February 2020

This policy was approved by the school governing body

Date _____

Signed _____ (Chair of Governors)