



Carlisle & Hampton Hill Federation



EARLY YEARS FOUNDATION STAGE POLICY

This policy was reviewed:	Summer 2020
This policy was ratified by Full Governing Body (if applicable):	Not applicable
This policy will be reviewed again:	Summer 2021
Governor committee responsibility:	Achievement & Families Committee
Statutory Policy?:	No

Carlisle Infant School Federated with Hampton Hill Junior School

Early years Foundation Stage Policy

Introduction

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

- “Early Years Foundation Stage Profile”

Department for Children, Schools and Families 2012

Principles

The EYFS is based upon four principles:

A unique child

We recognise that every child is an individual learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and 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 and rewards to encourage and develop a positive attitude to learning.

Positive relationships

We recognise that children learn to be strong and independent developing secure relationships and we aim to establish caring, respectful and professional relationships with the children and their families, right from the start.

Enabling environment

We recognise that the environment plays a key role in supporting and extending the children’s development and we offer a wide range of learning opportunities. Through observations we assess the children’s interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning. Children are encouraged to become independent by selecting their own resources and tidying up after themselves.

Learning and development

The Foundation Stage is organised to allow children to explore and learn securely and safely. We ensure that there are opportunities for active, physical learning as well as quiet spaces for thinking.

Early childhood is the foundation on which children build the rest of their lives. At Carlisle Infant School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is

done through a holistic approach to learning ensuring that parents and carers, support staff and the Reception team work effectively together to support the learning and development of the children in their charge.

Aims

The aims of the EYFS are to recognise every child's right to grow up in a safe environment, to be healthy, enjoy and achieve what they set out to do, to make a positive contribution in their own community and prepare themselves for life in the working world.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Carlisle Infant School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability are valued.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs.

Learning and Development

The characteristics of effective learning:

Playing and exploring: - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active learning: -motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and thinking critically: - thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Learning and development is categorised into three prime areas of learning:

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

Additionally there are four specific areas of learning:

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

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting and varied. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around the curriculum and enhanced with the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observations and this involves the teacher and other adults as appropriate. Parents and carers are given the opportunity to meet their child's class teacher each term and, at the end of the third term, we provide a written summary in relation to the children's early learning goals to parents and carers at the end of the year.

Learning through Play

At Carlisle Infant School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

Outdoor Learning

At Carlisle we understand the value of children learning in the outdoor environment where they can be active and fully engage their senses. Learning outside the classroom supports the development of healthy lifestyles by offering the children the opportunity for physical activity, freedom of movement and helps them to develop a sense of well-being. Outdoor learning also gives children direct contact with nature and unique learning experiences such as contact with the weather and seasons. In Reception we have a large enclosed garden with different learning zones. Children have daily opportunities in the outdoors where they can mix with their peers across the year group. This provision includes structured activities led by teaching assistants and teachers as well as time for child-initiated learning. Children are encouraged to learn to manage risk in their activities safely negotiating spaces around them.

The Induction Process

During the Summer Term prior to starting school the following September the following visits are conducted:

- There are nursery visits to Carlisle Infant School
- Where possible, members of the Reception team will visit nursery settings
- Each child and their parents and carers will be invited to a stay and play session in the outdoor area.
- There is an information evening for new Reception parents/carers
- In early September the class teacher and a teaching assistant will make a home visit so that they can meet each child and his/her parents in a familiar environment and establish a relationship with the child and his/her family

When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

We split the year group into 3 cohorts and they start with half days, then a day with lunch and then full days. After this staggered entry it is expected that children will attend for the full school day unless the class teacher and parents or carers agree that it is not in the best interests of an individual child.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work in partnership. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a Home School Agreement as well as the parent's expectations.
 - We will hold a parent consultation early in the year to establish and communicate how a child is settling into the school environment.
 - We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Reception staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
 - We will invite parents to contribute to their child's learning journal giving examples and suggesting activities which can be carried out at home to support their child's learning.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school particularly our phonics programme.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning for example by helping with reading and playing maths games. In the summer term, we will invite parents and carers to visit the school informally to look at the range of work that has been produced over the year.

Personal Care

"Personal" care is any care which involves washing, touching or carrying out an intimate 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. We expect that all children entering Reception will be fully toilet trained unless there is a medical reason why this is not the case.

Inclusion and Equal Opportunities

Children with special educational needs (SEN) will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parent/carers and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Linda Holloway
EYFS Lead
Reviewed Summer 2020

Appendix 1

Adjustments being made at school linked to the current Covid 19 situation

Learning and Development - July 2020

Children will not be able to select their own resources for a task or follow their own interests in quite the same way as they usually would at the moment due to the restrictions on tools and equipment that are safe to use and easy to clean.

All groups continue to have access to outdoor learning opportunities.

We acknowledge that the children joining us in September will have missed a significant amount of time in their nursery setting. We will need to adjust our curriculum accordingly to support children who may be at a younger stage of development than we would normally expect on arrival at school.

Opportunities to mix with peers across the year group may be significantly reduced.

Focussing on the Prime Areas of Learning on entry to school will be more important than ever.

Observation Assessment and Planning - July 2020

During the current Covid 19 situation spring term and summer term parent teacher consultations were not possible. Targets were set for the children before lockdown and were shared with the parents as part of their home learning packs. Teachers have written end of year reports based on what they knew about the children in March. The requirement to report the children's End of Foundation Stage data to the local authority for the end of the foundation Stage 2020 has been lifted. Therefore, no data set will be given for this cohort at the end of the academic year.

Teachers will share what they know about the children with their year 1 Colleagues as appropriate.

The learning journals have not been added to during this time and there is not an expectation that they will be added to now before the end of the academic year.

Teachers have kept in contact with the children and families via Happy Newsletters and personalised responses via e-mail or phone call responding to any questions or requests for help.

The EYFS lead has organised, planned for and set home learning activities for families to follow each week. The wider team have supported with literacy and other contributions. A great deal of thought has gone in to making the learning as active and play based as possible in line with what is expected for children and their need to learn through play at this age. Parents have been encouraged to take the learning in their own way to follow the child's interests where they can. 'Home Learning' activities will continue to be sent home and the children who have returned to school will complete some of this learning in class. In this way we hope to provide all children with similar opportunities regardless of whether they are at home or at school.

The Induction Process - July 2020

At the moment we await advice from the local authority and the government about which year groups will be expected to be in school in September and what form social distancing will take.

We have been in contact with our families who have a child due to be joining us from nurseries in September. We are using the 'getting to know you' booklets to find out about our new entrants. The EYFS lead is contacting nurseries where possible to gather more information about the new entrants. There will be no transition evening with nurseries to

hand over information as would normally take place in June. Due to the Covid 19 situation we will not be hosting a new parents evening or arranging stay and play sessions during the summer term.

The EYFS lead has organised for a new tab on our school website to be added titled "New Entrants" Here families can find relevant paperwork and links to school uniform purchase. As the summer term goes on clips and stories will be added to show our new entrants parts of our school such as the outdoor learning spaces and adventure playground. Staff will also add advice on being ready to start school and stories for the families to share. At this time, we are not able to say what staggered entry will look like in September or when the children can start. We do not believe it will be possible to carry out home visits as we would usually do.

Home School Links - July 2020

We will not be asking parents to help in a volunteer capacity at school in the current situation.

We will not be able to have face to face regular contact with parents in the same way as we usually would. Therefore, our usual open-door policy will not be possible.

Children due to join us with SEN need will have their own risk assessments. If children need to be restrained to protect themselves or others this has to be considered very carefully for the safety of all.

MEETING with AFC June 16th

Appendix 2

Government Documentation linked to the current Covid 19 situation

Planning guide for early years and childcare settings

Published 24 May 2020

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings>

Prepare the premises - Space management

Consider your premises and how they can be best used to keep small, consistent groups of children together throughout the day, and to keep the groups apart from each other. Further information is set out in section 2 of this guidance.

Depending on the size and the layout of individual settings, consider how floor space, rooms and outdoor space can be organised to ensure physical distancing between staff and between groups of children, considering the early years foundation stage (EYFS) age-based space requirements. Providers must meet the following indoor space requirements:

- children under 2 years need 3.5 m² per child
- 2 year olds need 2.5 m² per child

- children aged 3 to 5 years need 2.3 m² per child

Area dividers may help to keep children in different parts of the room, and floor markings could be helpful in assisting staff with keeping groups apart. The use of communal spaces in settings should be managed to limit the amount of mixing between groups as much as possible.”

“Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.”

Planning what children should learn and how to adapt the EYFS

The priorities at this time are helping young children to adapt to their new routines and supporting children to settle back into the setting, especially where there have been staffing changes. Continuing to support their early language and communication skills is essential. Children who have had limited opportunities for exercise should be encouraged to exert themselves physically.

Settings should use reasonable endeavours to deliver the EYFS learning and development requirements as far as possible in the current circumstances, as set out in guidance on the temporary changes to the EYFS requirements in light of coronavirus. This means continuing to provide an environment that invites learning across all 7 areas as far as is practicable during this time. Consider how stories, singing and games can be used to help children to socialise and resettle into familiar everyday routines.”

Early Years Foundation Stage: coronavirus disapplications

Updated June 1st

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>

Learning and development requirements

The change

During the coronavirus (COVID-19) outbreak early years providers should use reasonable endeavours to meet the existing learning and development requirements, instead of this being something they 'must do'.

What this means in practice

The most important thing is that children are cared for within settings. As far as possible, children should also benefit from a broad range of educational opportunities.

The EYFS learning and development requirements comprise seven high level areas of learning that ordinarily must shape education programmes in settings, and 17 early learning goals (ELGs) which summarise the knowledge, skills and understanding that all children should have gained by the end of the reception year.

Whilst providers should try and meet existing requirements as far as is possible during the coronavirus (COVID-19) outbreak, we recognise that these are extraordinary times and there may be occasions where it will not be possible to provide activities and experience across all seven areas of learning for all children all of the time."

Assessment – early years foundation stage profile

The change

The early years foundation stage profile (EYFSP) assessment will not need to be undertaken in the academic year 2019/20.

What this means in practice

The EYFSP is usually undertaken in the final term of the year in which a child turns 5 and involves teachers assessing each child's level of development against each of the 17 ELGs.

The results are usually shared with parent/carers, year 1 teachers and the local authority and form national statistics.

There will be no statutory requirement for schools to undertake the EYFSP in 2019/20.

Schools are still free to complete EYFSP assessments for children if they are able to, and to share with parents and carers and year 1 teachers at an appropriate time, but they are not required to. If they do choose to assess children, they do not need to share data with their local authority and local authorities will not be required to moderate any assessments that are carried out in 2019/20.

Reducing face-to-face contact with and between parents and carers

Reduce contact between parents and carers when dropping off and picking up their children, for example by limiting drop off and pick up to one parent or carer per family and staggering timings. Do not allow parents or carers into the setting unless this is essential and arrange for children to be collected at the door if this is possible.