



***We are all 'wonderfully made' by God and loved by Him.
Psalm 139:14***

EYFS Policy

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.” (Statutory Framework for the Early Years Foundation Stage: 2021)

Introduction

At Alderman Cogan CE Primary Academy we aim to provide a positive, happy, stimulating and secure environment which meets the learning and development needs of each child. We promote and nurture positive partnerships with parents and carers, ensuring our children become confident, independent and enthusiastic learners.

Rationale

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Foundation Stage 2. At Alderman Cogan CE Primary Academy, children join F1 the term after they are three accessing EYFS at the beginning of each term. In partnership with parents we ensure our children are secure, safe and happy. This enables us to provide high-quality learning so that our children have the foundations they need to pursue their abilities and talents as they grow up.

“Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future 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 and they grow up.” (Statutory Framework for the Early Years Foundation Stage: 2021)

We endeavour to provide:

- **Quality and consistency** in all early years settings, so that no child is left behind;
- **A secure foundation** through planning opportunities for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **Partnership working** between practitioners and with parents/carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child included and supported. (Statutory Framework for the Early Years Foundation Stage: 2021)

The EYFS is based upon four principles:

- **A Unique Child** – who is constantly learning, resilient, capable, confident and self-assured.
- **Positive Relationships** – children learn to become strong and independent.
- **Enabling Environments** – children learn and develop well with teaching and support from adults, who facilitate and respond to their interests and needs, to build learning over time. Children build strong partnerships with adults and parents/carers
- **Learning and Developing** – an acknowledgement that children learn in different ways and at different rates. The framework covers all children including those with SEND

A Unique Child

We recognise that every child is a competent learner who are resilient, capable, confident and self-assured. Our planning reflects the individual needs and interests of all children in EYFS. 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 and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

At Alderman Cogan CE Primary Academy we recognise that children learn to be strong independent learners as a result of secure relationships. We aim to develop caring, respectful, professional relationships with all children and their families.

'Parents as Partners'

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We involve parents in their child's learning by:

- talking to parents about their child before their child enrolls at our school; encouraging them to toilet train their child prior to admission. We will assist in any way possible prior to admission and will work alongside parents if further training is needed on entrance to school. We ask that pull ups / liners and change of clothes are provided for children who have frequent accidents to avoid the risk of infection and to ensure that the children are dry and comfortable (See toileting and nappy changing policy);
- inviting all parents to an induction meeting during the term before their child starts school and again in the half term before the child enters their F2 year in order to detail how we aim to work with their child particularly in relation to reading, phonics and mathematics;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents three times a year at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year. Learning Journeys are available for parents to contribute to at any point in the school year and can be accessed before and after school by prior arrangement with the staff;
- arranging a wide variety of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, stay and read and stay and maths;

- providing parents an opportunity to celebrate their child's learning and development by completing "Wow!" moments which inform planning and provision. Parents can ring school to arrange contact with key workers. We would ask all parents to be mindful that whilst your child is of primary concern to us, our staff have full teaching timetables;
- ensuring all parents know that their child's teacher/s and Early Years practitioners are their key workers, providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

In F1, children work together as a group and they participate in focused phonics and maths opportunities linked to the days of the week, date and how many are in the group. During each day they have access to all areas of the curriculum within the areas of provision including outdoors. This is child-initiated and directed by an adult as appropriate.

In F2, children work together in larger groups for Read, Write Inc (Phonics and reading) and daily Maths sessions based on the Ebor Maths Curriculum. Children initiate their learning within the areas of provision including outdoors. Friendship groups are implemented for children to develop their confidence and skills when sharing, listening and speaking in a smaller group.

The continuous provision areas are planned to cater for the needs of children, this will progress throughout the year for example larger equipment in the sand, moving towards smaller equipment at the end of the year.

Learning and Development

There are seven areas of learning and development, of which three are prime areas and four specific areas.

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Alderman Cogan CE Primary Academy, Early Years practitioners will:

- help children learn;
- teach children to listen to instructions and be attentive;
- teach children to socialise;
- support children to be independent learners;
- motivate children to try things for themselves;
- support children to manage their personal needs;
- question and challenge children to think and find out more;
- encourage children to speculate and test ideas through trial and error;
- allow the children to explore, solve problems and learn through self-initiated play;
- provide good models of language;
- develop children's ability to express their ideas and use their imagination;
- extend children's vocabulary and teach them to use new words;
- teach children the early stages of mathematics, reading and writing;
- keep detailed observation and assessment records which show a balance between adult led and child initiated activities;
- give children clear next steps in learning that will feed into planning and that are shared with parents;
- encourage parental contribution to assessment by uploading observations on Tapestry;
- provide information to parents about what their child is learning through half termly newsletters and regular observations on Tapestry;
- build relationships with practitioners from other settings when children attend more than one setting to ensure they have an informed picture of the whole child.

Through careful assessment and observation, including information provided by parents and other settings, children's development is measured using the Development Matters Document. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parent and/or carers and agree how to support the child. This may also include a discussion with the Special, Educational, Needs Coordinator in order to access additional educational support. If a child is attending another setting, the practitioners of the setting will also be contacted in order to discuss the child's progress and support.

Special Educational Needs and Disability (SEND)

All children and their families are valued at Alderman Cogan Primary Academy. Children are respected as individuals and have equal access to all areas of provision available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments and observations take into account the contributions from a range of perspectives to ensure that any child with a potential additional educational need is identified at the earliest possible opportunity. Early identification of additional needs is crucial to enable staff to support the development of every child.

Concerns are always discussed with parents/carers at an early stage and our SENDCO (Special Educational Needs and Disabilities Coordinator) is consulted for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion Policy for SEND.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- 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 and reward as necessary.

In order to accommodate all learners, lessons will be planned, wherever possible, in a multi-sensory way so that the various activities will cater for all children in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the child is offered a variety of methods and is not inhibited by any specific difficulty.

Safeguarding and 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." (Statutory Framework for Early Years Foundation Stage 2021)

It is important to us that all children at Alderman Cogan C of E Primary Academy are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist, so they can begin to manage personal risk. 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.

At Alderman Cogan CE Primary Academy we understand that we are legally required to comply with safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

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.

At Alderman Cogan CE Primary Academy:

We draw upon our knowledge and understanding of child development and understand play is paramount when supporting the areas of learning. Our ethos around planning effectively for each child is based upon research by Alistair Bryce-Clegg (Objective-led), Anna Ephgrave (In the moment) and the Early Excellence resources. All staff members are able to use these methods to facilitate the learning of every child through their interests and play situations. This could include providing materials to complete a task, asking appropriate open-ended questions to move the child's learning forwards and modelling skills that children find challenging. We recognise the importance of children being able to complete the small steps in their learning in order to gain a deeper learning in all areas.

The Characteristics of Effective Learning are paramount when providing opportunities for children to become independent and active learners.

These 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.

Equal Opportunities

All members of the school community 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.

Health and Safety

There are clear procedures for assessing risk 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 addition to this, a termly risk assessment is conducted of the Foundation Stage Unit.

In line with the EYFS Statutory Framework 2021, we ensure that:

- a whole school medicine policy, for obtaining information about a child's needs for medication is 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. Medicines (prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. A written record is kept each time a medicine is administered to a child and the child's parents and/or carers is informed on the same day;

- fresh drinking water is available at all times;
- childrens' dietary needs are recorded and acted upon where appropriate and communicated from home;
- each classroom has a snack and sink area that can provide healthy snacks and drinks;
- a First Aid box is accessible at all times and a record of accidents and injuries is kept; key practitioners are either Paediatric First Aid trained or hold an Emergency First Aid at work qualification;
- the children follow the school's Behaviour Policy, promoting positive relationships, supported by the Safeguarding and Wellbeing Lead who is the named Behaviour Manager for the whole school including Early Years;
- a Health and Safety Policy covers identifying, reporting and dealing with accidents, hazards and faulty equipment;
- practitioners know the Fire and Emergency Evacuation Procedure, which is put into action termly;
- a Child Protection and Safeguarding Policy is adhered to, stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for personal use. Practitioners are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

Transition

Children enter F1 the term after they are three and there are three entry points - Autumn, Spring and Summer. During the term prior to a child's entry into F1, parents will be given the opportunity to visit the class and meet the teacher. Home visits will also be available whenever possible. These enable the parents to ask questions about the F1 and the staff to gain a greater insight into the child's needs, abilities and interests. (See Appendix 1)

From F1 to F2

During the summer term prior to a child's entry into the F2 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 areas of further clarification they would like to discuss;
- F2 children new to the school are invited to a 'stay and play' visit with their F2 class. Also members of staff from Alderman Cogan C of E Primary Academy, where possible 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;
- discussions with practitioners of other settings where children are attending more than one;
- parents may consider their child having a delayed start into F2 in discussion with practitioners;
- children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified through Early Support.

From F2 to Year 1

During the final term in F2, 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 make a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are:

- not yet reaching expected levels - 'emerging';
- meeting 'expected' levels of development;

Year 1 teachers are given a copy of the Profile Report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between F2 and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1. Staff also take part in transition days in July with F2 children and are given opportunities to visit the children in the FS classroom.

This policy will be reviewed every two years or earlier if required.

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Autumn 24

Appendix 1

Home Visits

Home visits are conducted during the week prior to children starting school. Home visits enable F1 staff to gain an insight into the needs and development stage of the children about to enter F1.

Home visits will provide parents with:

- an opportunity to talk to staff 1:1 and inform staff of any medical, dietary or special needs the child may have-staff will provide guidance themselves or signpost to other professionals when they judge that to be appropriate;
- an opportunity to discuss the developmental stage their child is at including health and toileting advice and guidance where the staff judge this to be appropriate;
- activities to complete with the child if they wish to enable staff to have a clearer picture of the child's ability in key areas of development;
- information on the school day including start and finish times, uniform, lunches and curriculum;
- school policies and procedures.

Home visits will provide staff with:

- an opportunity to get to know parents and children before the start of term;
- interaction with the child on a 1:1 basis;
- information on the child's development;
- information on the child's individual likes and dislikes which will inform the planning of activities within the F1.

Home visits will provide the children with:

- an opportunity to get to know key members of staff prior to joining F1;
- a chance to show what they can do in key areas of development;
- an opportunity to show staff what is special to them and what they like and dislike