



Early Years Foundation Stage Policy

Safeguarding Statement

West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. Please also refer to the

No Platform, Visiting Speaker Policy.

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 a competent 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 from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children’s development. 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.
- **Learning and development.** The Foundation Unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The unit is set up in learning areas where children are able to find and locate equipment and resources independently.

At West Heath Primary School we believe that all children should be able to achieve their full potential academically, socially and emotionally. Our staff are dedicated to applying a holistic approach to teaching and learning. This will prepare children for life and not simply their next stage of education.

Our Foundation Stage comprises of 2 Reception classes:

Reception Teachers:

Reception Teaching Assistants

EYFS Curriculum

The EYFS is a curriculum from birth to five year old. At West Heath Primary School we plan an exciting and challenging curriculum based on our observation of children’s needs, interest, and stages of development across the seven areas of learning, to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected, enabling children to develop their intellectual, physical, social and emotional abilities.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

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

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

The Early Years team work together to write long-term and medium-term plans. The topics are chosen to reflect the interests and needs of the children and the objectives are matched against the development matters, covering all seven areas of learning. The teachers write the short-term plans which highlight all teacher-led and child-led learning opportunities in both the inside and outside learning environments.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.’

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During child-initiated play, early years practitioners interact to stretch and challenge children further, giving clear explanations and making appropriate interventions.

In planning and guiding children's activities, we observe as practitioners the different ways in which children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and outside areas.

Curriculum Coverage

The following carpet sessions should be taught each week:

- **Phonics** (Read Write Inc.) – daily (initially taught as a full class until all set 1 sounds are learnt. Then children will be split into ability groups).

- **Guided Writing** – once a week to model independent writing or topic based focus group writing.
- **Key Words** – 3 times a week.
- **Topic** – twice a week.
- **Mathematics** – daily (using numicon wherever appropriate).
- **Story time** – daily.

The following areas of the curriculum will be covered in a focus group activity:

- **Literacy** – one guided reading session each week and one supported writing activity which will go into their literacy book.
- **Mathematics** – one supported maths activity which will be added to their maths book, using photos or a worksheet.
- **Physical** – one PE Coach led session each week.
- **PSED/Understanding the World/Expressive Arts & Design** – one focus activity to be run outside each week focusing on one aspect of learning each week.

Curriculum Enhancement

First hand experiences are vital for children as it is the starting point for their life long exploratory journey. At West Heath we try to make all learning hands on purposeful, making as many links to the outside world as possible.

In Reception children will experience at least 2 trips or visitors into school to enhance their learning. These will vary each year to reflect the learning taking place and consequently the children's interests.

The Learning Environment

'A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.'

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At West Heath we are very fortunate to have a large outdoor learning environment and two Reception Classrooms. We believe that the children should be provided with as many opportunities throughout each day to explore and learn by themselves. The children have access to the outdoor classroom every day, no matter what the weather. Wet weather kits are available in really bad weather and all children are required to bring in their own wellies.

To ensure each classroom provides a wide range of activities and experiences for children, they should include the following areas:

- Role play (linked to the topic)
- Small world area
- Construction area
- Creative area

- Reading area
- Writing area
- Phonics zone
- Maths zone

All areas are clearly labelled to show the children how many can work in each area and reading, writing and maths activities evident where appropriate. Key vocabulary, photos and books are used to enhance each area and produce a language rich environment.

The outdoor learning environment is planned for by the staff in the Early Years phase, but changes throughout the week to reflect the children's needs and interests.

Interventions

At West Heath we believe that all children have the right and ability to achieve. To enable this to happen we will dedicate time to focus on each child's individual needs and provide support where necessary to aid progression. At the end of Autumn Term 2 baseline assessments will be used to highlight where the need is across the phase and which children require intervention.

Interventions are carefully planned for by the Class Teacher and a baseline assessment is completed where appropriate when beginning an intervention group. This is then used to monitor progression. Interventions are reviewed on a half termly basis and changed when required. An intervention folder is used to record observations, assessments and coverage.

Observation and Assessment

As each child enters the Foundation Stage we use our professional judgement and information received from previous settings to assess the age band children are working 'within' across the EYFS 17 areas of learning.

Within the first half term of the children starting they will be given a 'baseline' assessment. Expected standards for Reception are;

40-60 months = in line with ARE (Age Related Expectations)

30-50 months = below ARE

Any other age band below = significantly below ARE

Observations and assessments are carried out daily and inform all future planning. These comprise of;

- Focus activity assessments directly linked to the development matters and early learning goals
- Short observations
- Post it notes observations
- Tapestry – an online learning journal that allows us to capture children's learning through photographs, videos and notes that are directly linked to the profile. This is mainly used to record observations and assessments for PSED, Understanding the World and Expressive Arts & Design.

Children's progress is reviewed every term and entered onto an online tracker which enables us to track the progress of each child. Every child also has a 'Progress Book' which highlights their current attainment and gaps in their learning. These are updated every half

term. Children who are working within the age related expectation should be achieving the following:

Entry: 40-60 months (emerging)

End of autumn term: 40-60 months (developing)

End of spring term: 40-60 months (secure)

End of Early Years: Working within the Early Learning Goal

Each child also has a literacy and numeracy continuous provision folder. These hold all pieces of independent work the children have completed both inside and outside the classroom.

Literacy and numeracy books are used to display all focus group work. Each piece of work is marked against the relevant age band or early learning goal, and dated in the front of the book to show where each child is working, as shown below:

Monitoring of Writing			
Age Band	Outcome	Date Evidenced	Independent Work
30-50 months	<ul style="list-style-type: none"> Sometimes give meaning to marks as they draw and paint. Associate meanings to marks that they see in different places. 		
40-60 months (Emerging)	<ul style="list-style-type: none"> Give meaning to marks they make as they draw, write and paint. Begin to break the flow of speech into words. Continue a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, sayings. Attempts to write short sentences in meaningful contexts. 	12.11.15 18.11.15, 25.11.15	12.11.15
Expected ELG	<ul style="list-style-type: none"> Children use their phonics knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 		
Exceeding ELG	<ul style="list-style-type: none"> Children can spell phonetically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing. 		

Monitoring of Mathematics			
Age	Number Outcomes	Date Evidenced	Independent Work
30-50 months (Emerging)	<ul style="list-style-type: none"> Count small number objects and later by rote. Use number words in counting by rote. Understand the concept of one to one. Recognise the concept of more than. Recognise the concept of less than. Recognise the concept of equal. Recognise the concept of different. Recognise the concept of shape. Recognise the concept of size. Recognise the concept of position. Recognise the concept of direction. Recognise the concept of time. Recognise the concept of weight. Recognise the concept of temperature. Recognise the concept of length. Recognise the concept of area. Recognise the concept of volume. Recognise the concept of mass. Recognise the concept of energy. Recognise the concept of force. Recognise the concept of motion. Recognise the concept of sound. Recognise the concept of light. Recognise the concept of heat. Recognise the concept of electricity. Recognise the concept of magnetism. Recognise the concept of gravity. Recognise the concept of friction. Recognise the concept of air resistance. Recognise the concept of water resistance. Recognise the concept of air pressure. Recognise the concept of water pressure. Recognise the concept of air pollution. Recognise the concept of water pollution. Recognise the concept of air quality. Recognise the concept of water quality. Recognise the concept of air temperature. Recognise the concept of water temperature. Recognise the concept of air humidity. Recognise the concept of water humidity. Recognise the concept of air density. Recognise the concept of water density. Recognise the concept of air viscosity. Recognise the concept of water viscosity. Recognise the concept of air conductivity. Recognise the concept of water conductivity. Recognise the concept of air resistance. Recognise the concept of water resistance. Recognise the concept of air pressure. Recognise the concept of water pressure. Recognise the concept of air pollution. Recognise the concept of water pollution. Recognise the concept of air quality. Recognise the concept of water quality. Recognise the concept of air temperature. Recognise the concept of water temperature. Recognise the concept of air humidity. Recognise the concept of water humidity. Recognise the concept of air density. Recognise the concept of water density. Recognise the concept of air viscosity. Recognise the concept of water viscosity. Recognise the concept of air conductivity. Recognise the concept of water conductivity. 		
40-60 months (Emerging)	<ul style="list-style-type: none"> Count up to 10 objects and later by rote. Use number words in counting by rote. Understand the concept of one to one. Recognise the concept of more than. Recognise the concept of less than. Recognise the concept of equal. Recognise the concept of different. Recognise the concept of shape. Recognise the concept of size. Recognise the concept of position. Recognise the concept of direction. Recognise the concept of time. Recognise the concept of weight. Recognise the concept of temperature. Recognise the concept of length. Recognise the concept of area. Recognise the concept of volume. Recognise the concept of mass. Recognise the concept of energy. Recognise the concept of force. Recognise the concept of motion. Recognise the concept of sound. Recognise the concept of light. Recognise the concept of heat. Recognise the concept of electricity. Recognise the concept of magnetism. Recognise the concept of gravity. Recognise the concept of friction. Recognise the concept of air resistance. Recognise the concept of water resistance. Recognise the concept of air pressure. Recognise the concept of water pressure. Recognise the concept of air pollution. Recognise the concept of water pollution. Recognise the concept of air quality. Recognise the concept of water quality. Recognise the concept of air temperature. Recognise the concept of water temperature. Recognise the concept of air humidity. Recognise the concept of water humidity. Recognise the concept of air density. Recognise the concept of water density. Recognise the concept of air viscosity. Recognise the concept of water viscosity. Recognise the concept of air conductivity. Recognise the concept of water conductivity. 		
Expected ELG	<ul style="list-style-type: none"> Count up to 10 objects and later by rote. Use number words in counting by rote. Understand the concept of one to one. Recognise the concept of more than. Recognise the concept of less than. Recognise the concept of equal. Recognise the concept of different. Recognise the concept of shape. Recognise the concept of size. Recognise the concept of position. Recognise the concept of direction. Recognise the concept of time. Recognise the concept of weight. Recognise the concept of temperature. Recognise the concept of length. Recognise the concept of area. Recognise the concept of volume. Recognise the concept of mass. Recognise the concept of energy. Recognise the concept of force. Recognise the concept of motion. Recognise the concept of sound. Recognise the concept of light. Recognise the concept of heat. Recognise the concept of electricity. Recognise the concept of magnetism. Recognise the concept of gravity. Recognise the concept of friction. Recognise the concept of air resistance. Recognise the concept of water resistance. Recognise the concept of air pressure. Recognise the concept of water pressure. Recognise the concept of air pollution. Recognise the concept of water pollution. Recognise the concept of air quality. Recognise the concept of water quality. Recognise the concept of air temperature. Recognise the concept of water temperature. Recognise the concept of air humidity. Recognise the concept of water humidity. Recognise the concept of air density. Recognise the concept of water density. Recognise the concept of air viscosity. Recognise the concept of water viscosity. Recognise the concept of air conductivity. Recognise the concept of water conductivity. 		
Exceeding ELG	<ul style="list-style-type: none"> Count up to 10 objects and later by rote. Use number words in counting by rote. Understand the concept of one to one. Recognise the concept of more than. Recognise the concept of less than. Recognise the concept of equal. Recognise the concept of different. Recognise the concept of shape. Recognise the concept of size. Recognise the concept of position. Recognise the concept of direction. Recognise the concept of time. Recognise the concept of weight. Recognise the concept of temperature. Recognise the concept of length. Recognise the concept of area. Recognise the concept of volume. Recognise the concept of mass. Recognise the concept of energy. Recognise the concept of force. Recognise the concept of motion. Recognise the concept of sound. Recognise the concept of light. Recognise the concept of heat. Recognise the concept of electricity. Recognise the concept of magnetism. Recognise the concept of gravity. Recognise the concept of friction. Recognise the concept of air resistance. Recognise the concept of water resistance. Recognise the concept of air pressure. Recognise the concept of water pressure. Recognise the concept of air pollution. Recognise the concept of water pollution. Recognise the concept of air quality. Recognise the concept of water quality. Recognise the concept of air temperature. Recognise the concept of water temperature. Recognise the concept of air humidity. Recognise the concept of water humidity. Recognise the concept of air density. Recognise the concept of water density. Recognise the concept of air viscosity. Recognise the concept of water viscosity. Recognise the concept of air conductivity. Recognise the concept of water conductivity. 		

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, stay healthy, make choices and assess risk. We have stringent policies and procedures in place to ensure children's safety.

At the beginning of the year all parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in their online learning journey, in school newsletters and on the school website. Any children who have not been given permission will not appear on any publications that are visible outside of school.

In Reception a daily risk assessment is completed on both our indoor and outdoor learning environments. Any concerns or issues are highlighted and forwarded to the relevant people. Such issues then need to be signed off to show that they have been dealt with.

Medical Needs

We keep a note of any medical needs, allergies, inhalers, piriton, epi-pens in a medical folder in Class 2. This is kept up-to-date with all relevant information by Miss Lennon who is the designated First Aider for the phase. Each class also has a first aid kit and a clearly labelled inhaler box with all labelled prescribed inhalers. A record is kept when any medicine or first aid is administered.

Miss Lennon communicates with parents about all medical issues and plays a pivotal role in gathering as much information on children as possible before they start school in September.

Our Induction Process

At West Heath Primary School we pride ourselves with our rigorous induction process. We believe that this is essential for the emotional wellbeing of children starting at our school.

During the Summer Term, nursery children who will be starting school in September make more formal visits to the reception classes as part of the induction process;

- 1 stay and play session with parents
- 1 session just for the children to get used to their new environment and meet others in the class

During the latter session a parents meeting is held by the Head Teacher, Senior Management Team and Early Years Leader to introduce parents/carers to the school and reception procedures. Through this meeting the school's expectations and routines are communicated. The induction process and reception curriculum are also introduced.

A further 1-1 meeting is set up between parents/guardians and the class teacher to talk about any medical/learning needs and to gain general information about the family and child entering reception.

In the summer term the Reception staff will also visit each child in their nursery setting to observe them in a more familiar setting, and talk to any key workers linked to the child. All nursery records and final reports should be sent to the school for the teachers to review and out on the child's records.

At the start of the new school year all children are expected to start full time from the first day. This enables them to settle more quickly into the setting and ensure that all children receive the same entitlements.

Transition into Year 1

At West Heath we believe that best early years practice sees learning as a continuum and that our role is to smooth the way between the EYFS Curriculum and the National Curriculum, ensuring the curriculum provided in KS1 reflects our understanding of the children as learners. We support the KS1 staff to fit the curriculum to the child and not try and fit the child to the curriculum.

In the summer term time will be allocated for the Year 1 teachers to come and observe and work with their new class in the Early Years setting. A meeting is also held between the Early Years Practitioner and the new Year 1 teacher to pass on any relevant information.

A week is allocated in the summer term for the children to visit their new classrooms and work with their new teacher. During this week there will also be an opportunity for parents to be invited into the classroom to meet the new teacher.

Parents/Carers as Partners

We strive to create and maintain partnerships with parents and carers as we recognise that by working together, we can have a more significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways and offer parents regular opportunities to discuss their child's progress.

Parents are invited in for a themed workshop each term to work alongside their child for a morning session. These themes focus on phonics, maths, creative and any topic that we are covering. They work to guide parents on how to support their child at home and also provide them with the opportunity to see their child working in the classroom environment.

At the start of autumn term 2 parents are also invited in 3 mornings a week to work with their child.

Morning sessions run from 8.30am – 8.45am and cover the following areas:

Monday – Writing

Wednesday – Reading

Friday – Maths

Parents receive 3 reports throughout the year informing them of their child's progress. These reports go out at the end of autumn 1, spring 1 and then the final report in the summer term outlining the child's attainment in Early Years against the EYFS Profile. This will highlight if the child's learning is 'emerging', 'expected' or 'exceeding'.

Parents are also kept informed of all happenings in the school by regular newsletters, our school website and our parent's noticeboard.

It is important to stress that if parents are concerned in any way about their child they would make an appointment to discuss their concerns with the class teacher or Early Years Leader.

Inclusion and Equal Opportunities

Children with special educational needs 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 (IEPs) 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 parents and for arranging external intervention and support as necessary.

In line with the school's Equality 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.