

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



PARKSIDE
SCHOOL

Edition: 29 January 2020

EARLY YEARS FOUNDATION STAGE POLICY

This policy is applicable to the Early Years Foundation Stage (EYFS)

References:

ISI: Commentary on the Regulatory Requirements 2019-09 (September 2019)
Keeping Children Safe in Education (September 2019) (*KCSIE*)
Working Together to Safeguard Children (August 2018) (*WT*)
Statutory Framework for the Early Years Foundation Stage (Childcare Act 2006) (revised April 2017)
Education (Independent Schools Standards) (England) Regulations 2014
Equality Act 2010
www.earlyyearseducator.co.uk/

1. Introduction

Parkside School (the School) is committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of children and young people.

2. Scope of this Policy

This policy is a statement of aims and strategies for teaching children in the Early Years Foundation Stage at the School. The Early Years Department is separated between two sites. The Nursery (boys and girls) consists of Hedgehogs (2 year olds), Squirrels (2-3 year olds) and Owls (3-4 year olds). The Reception classes, which are boys only, (4-5 year olds) are situated in the Pre Prep building.

3. Aims of the EYFS

In EYFS we believe that all children are entitled to the best possible start to their education, both intellectually and emotionally, in order to enable them to develop their full potential. We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique.
- Understanding that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel relaxed and confident and know that they are valued (including effective supervision through strictly-maintained staff:pupil ratios).
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Encouraging them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their experiences.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in different environments, both indoors and outside.
- Creating a strong partnership between parents, children and staff.

Links to other policies

- ALL EYFS POLICIES
- Administration of Medicines Policy
- Equal Opportunities Policy
- Health & Safety Policy
- IT Acceptable Use Policy
- Recruitment and Selection Policy
- Risk Assessment Policy
- Staff Code of Conduct
- Safeguarding Policy

4. The Early Years Foundation Stage Framework

Teaching in the EYFS is delivered in accordance with the latest iteration of the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage'. Note: for children aged from three until 31 August following their fifth birthday, both the EYFS, the Independent School Standards and the latest iteration of KCSIE all apply. This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'

There are seven areas of learning and development identified in the EYFS Profile.

- Personal, Social and Emotional Development (P.S.E.D)
- Communication and Language (C.L)
- Physical Development (P.D)
- Literacy (L)
- Mathematics (M)
- Understanding The World (U.T.W)
- Expressive Arts and Design (E.A.D)

These areas of learning and development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all areas of learning and development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which enables children to make lots of links between what they are learning.

All classes in the Foundation Stage monitor progress across the seven areas using the EYFS Profile which clearly outlines the Early Learning Goals (ELG) which all children are working towards and should have achieved by the end of the Foundation Stage. Our long, medium and short term planning clearly identifies how we are working towards the ELG in the Foundation Stage classes. Specific targets focus on each child's individual development.

5. Entitlement

Our Early Years environment is structured in a way to enable all children to fulfil their potential within a positive, happy and secure environment. In this environment children can develop at their own pace, with the help and guidance of professional staff. We strive to provide a well-balanced curriculum, comprised of experiences which facilitate learning through investigation, exploration and creativity. All the boys who move into Reception are entitled to be given the opportunity to achieve the ELG by the time they are 5 years old. At this point they progress on to Key Stage 1 where the boys continue to consolidate and build upon these foundational skills.

6. Curriculum

Meaningful, exploratory based learning and play is central to our Early Years curriculum. We recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as broad as possible and our EYFS setting has an ethos of learning through play. Members of staff are active in teaching, facilitating, guiding and enabling children to fulfil the ELG through a combination of activities:

- Child initiated - children make choices from within the learning environment to meet outcomes for learning.
- Adult initiated - practitioners provide the resources to stimulate and consolidate learning.
- Adult directed - children engage in planned activities to meet specific learning outcomes.

We take a cross-curricular, topical approach when planning Foundation Stage activities. This is clearly shown in our curriculum plans. Planning for children in the Hedgehogs group will focus on the three prime areas, which support learning in all other areas. The prime areas are Personal, Social and Emotional Development, Physical Development and Communication and Language. These three prime areas help children develop and learn, and become ready for school. As well as the three prime areas, staff plan activities in Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. These areas are known as the specific areas.

Across the Foundation Stage, long term planning provides a framework to ensure that all ELG are covered throughout the academic year. Medium-term planning shows more detail across the seven areas and short-term planning takes into account the individual children's learning and developmental needs. Our setting also looks to enrich the children's learning in the outdoor environment, both on-site and during trips linked to various topics.

The children are carefully monitored during the day and achievements are recorded as they occur. In addition, regular observations are made of the child's activities and these are used as a basis for planning and assessment. Short-term planning is evaluated to assess the success of the previous week's activities and inform future planning for the cohort and individuals

7. Progression and Differentiation

Children are encouraged to achieve a high standard based on their individual capabilities so where necessary, the curriculum is differentiated to maximise the achievements of the children. Classroom activities are differentiated in different ways. Initially differentiation is by outcome, as the children respond and adapt the task in their own way. Weekly planning and assessment also leads to specific activities being planned for individuals or groups to enable them to work at a particular area of learning at their own pace. This includes children with special educational needs, English as an additional language (EAL) and those that are potentially gifted and talented.

8. Assessment Recording and Reporting

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult-initiated activities and child-initiated play. Through the ILD (Interactive Learning Diary) staff record each child's progress across the seven ELG and the characteristics of learning for each child are monitored closely. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and to progress towards and beyond the ELG.

The two-year-old progress check is carried out within 8 weeks of a child entering the setting. Information is gathered and shared between the Key Person and the child's parents and a meeting is arranged to share this information and to recommend and discuss ways in which the child's learning can be extended. Emphasis is placed on the three prime areas and the characteristics of effective learning as this enables both the Key Person and the parents to assess whether the child is accessing or progressing towards accessing all areas of the curriculum.

Children's progress is tracked throughout the Foundation Stage to assess their progress and development across the seven ELG. The ILD (Interactive Learning Diary) is used to monitor and track progress so a judgement can be made at the end of the Reception year. These results are shared with parents and the tracking spreadsheet is submitted to Surrey.

For any child who is causing concern, as they are not achieving expected goals we monitor progress, liaise with the SENCO, parents and any other outside agencies that may be involved.

Across the EYFS there are regular Parents' Meetings. In Nursery, a meeting with parents takes place following the two year progress check. For all other children in the Nursery and Reception there is one formal parents' meeting during the academic year. In Nursery parents receive up to two interim reports and they are invited to comment. In Reception,

parents are invited on a more formal basis in the Spring Term to discuss progress and an interim report is written. It is important to note that parents are free to discuss their child's progress with the class teacher/Key Person at any stage during the term. Staff across the Foundation Stage communicate with parents on a daily basis at the beginning and end of a child's session or day.

Parents receive written reports at the end of the summer term in Reception. Interim reports for the Hedgehogs, Squirrels and Owls are provided during the year.

9. Staffing (including ratios)

In the Early Years Department all practitioners receive regular safeguarding training including coverage of the types of abuse and neglect (with reference to the advice documents above). The EY department follows the School's guidance on *Prevent* duties as detailed in the Safeguarding Policy. Through the Safeguarding and Recruitment and Selection Policies, criminal record checks are undertaken for all volunteers and overseas criminal record check are undertaken as applicable. Through KCSIE, the latest iteration of 'disqualification' guidance (see references) is adhered to as is the qualification requirements for Early Years Educator (EYE) staff from [September 2014](#).

All EY staff undertake paediatric first training. PFA training is renewed every three years meeting the criteria set out in Appendix A of the latest EYFS framework which details the PFA certificate requirements. Administration of Medicines (see separate policy). Prescription medicines are not administered unless prescribed by a doctor/nurse/ dentist or pharmacist. Medicines (both prescription and non-prescription) are only administered to a child where written permission has been obtained.

Each Reception class has a maximum of 18 boys with a qualified class teacher and a teaching assistant. In Nursery children are assigned a Key Person who is Level 3 qualified in Early Years Education. Ratios are adhered to with 1:4 for 2 year olds and 1:8 for 3-4 year olds. Some staff have been given instructor status so can be responsible for up to 12 children All staff in contact with the children across the Foundation Stage meet regularly to discuss the children and any issues that occur. Mentoring and Supervision are an integral part of our Safeguarding awareness and professional development of all staff in EYFS. This occurs by cascading down from the Headmaster through line management. At the same time staff members throughout EYFS ensure the peer mentoring enables them to share and enhance their practice.

10. Role of the Parents

The School recognises the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. Practitioners encourage the regular sharing of information about the children with parents both formally and informally. We value the role of parents as children's primary educators.

Parents are:-

- Given a handbook before entering Nursery and Reception and an "All about Me" leaflet to be completed about their child.
- Kept informed of what is happening in the setting through regular meetings, letters, reading records and informal discussions at the beginning and end of the day.
- Given suggestions how they can support their children's learning at home; consolidating and building on what has been covered in the setting are made through these various communications.
- Invited into the setting on occasions such as class assemblies where children show their work and special events for Mother's Day and Toy Service. Parents are also invited to productions, drama displays and concerts.
- Welcomed into the school and encouraged to discuss any concerns they may have.
- Encouraged to inform the Key Person in Nursery and class teacher in Reception of observations at home so they are contributing to the Learning Journal.

Across the Foundation Stage, there is a friendly, open-door policy for parents and a child's Learning Journal through ILD (Interactive Learning Diary) is available to his/her parents at all times.

11. Admissions and Induction

- Hedgehogs:** Children currently start the term after **any time after** their second birthday.
- Squirrels:** Children start if their third birthday falls between 1 September and 31 August.
- Owls:** Children start if they turn four between 1 September and 31 August.
- Reception:** Boys start who turn five between 1 September and 31 August. **They must attend five full days.**

Nursery morning session runs from 8.30am-12.00pm;
Nursery full days run from 9.00am-3.00pm. Lunches are provided for children staying all day.
There is a lunchtime option in Nursery from 12.00 – 1.30pm.

The Reception day starts at 8.40am-3.15pm.

Children in Nursery may stay until 5pm and this incurs an extra charge.
Children in Reception may participate in a club until 4.00pm and then join after school care until 5.00pm which incurs a charge.

Prior to joining the Nursery, children are welcomed for visits with a parent to familiarise themselves with the setting. When a child starts the parents are provided with information about Nursery and a checklist of what the child needs.

During the spring and summer term before starting in Reception, teachers visit the Nursery children in their own setting and invite them to spend a morning in their new class room so they become familiar with the practitioners and the environment. A smooth transition from Nursery to Reception is fostered so children feel relaxed and secure before starting school. Taster mornings for new Reception children occur every term.

Parents of our girls are given advice about their choice of future school and teachers from external schools are welcome to visit our Nursery to get to know the children entering their Reception classes.

In the Summer Term, transition meetings take place both in the Nursery and Reception when parents are given information detailing routines and expectations for the next school year. There is also time for informal chat and parents' questions.

12. Health and Safety

The equipment, furniture, toys, classrooms, playground and resources are regularly monitored for signs of wear and tear and damage is then reported to the Bursar. We have a comprehensive Risk Assessment policy that identifies specific hazards and safety measures both indoors and outdoors.

In addition children are made aware of the potential hazards and are supervised and supported all times. Children are encouraged to wash their hands with soap after using the toilet, before eating and cookery and after activities such as painting and sand play.

Play equipment is cleaned regularly and sanitized at the end of each academic year and termly if deemed necessary.

13. Monitoring, Evaluation and Review

This Policy is monitored, evaluated and reviewed on an annual basis by the Senior Leadership Team.

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Next review: Spring Term 2021