



EARLY YEARS FOUNDATION STAGE POLICY

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
19.04.16	Version 1.0	n/a	Jayne Carmichael
20.04.17	Version 1.1	Pediatric First Aid (Statutory Framework 2017) Orbit change to SPTO Collection procedures	Robyn Fletcher

This policy will be reviewed every 12 months in light of local and Government legislation.

The Dunham Trust believes it makes a significant contribution in transforming children's life chances. Our aim and commitment is to transform schools into sustainable learning academy communities.

“We aim to ensure that, for everyone involved, excellence and equity become and remain a reality”

“They come this way only once so we should litter their pathways with quality experiences”

We believe that we are able to help our academies and their young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a pathway to succeed that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for 'Improvement' are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

1 Introduction

The Dunham Trust's Early Years Foundation Stage Policy has been updated in line with the Statutory Framework for the Early Years Foundation Stage (Setting the standards for learning, development and care for children from birth to five) published March 2014, effective September 2014. This framework is mandatory for all early years providers.

Every child deserved the best possible start in life, whether a child joins a school in Trust in the Nursery or in Reception we wish the child's first experience to be a positive one. We provide a caring, secure environment where each child is valued as an individual, encouraged to become confident, happy and responsive in order to reach their full potential.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that all children learn, develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS at school's within the Trust seeks to provide:

- **quality and consistency** so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents/carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

At schools in the Trust, EYFS applies to children aged 3 to 5 who are placed within our Nursery and Reception classes. Currently the Trust has three Nurseries which offer part-time places to 3 year olds, with the opportunity for some additional 'paid-for' sessions. Those children joining the Reception Class will do so at the beginning of the school year, September, in which they are five.

Four guiding principles shape the practice in our early years setting. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **children develop and learn in different ways and at different rates**. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

2 Aims of the Early Years Foundation Stage

Through the teaching in the Foundation Stage it is our aim to provide:

- a partnership between teachers and parents, so that the children feel secure at school and develop a sense of well-being and achievement;

- an understanding of how children develop and learn, and how this affects both teaching and learning styles;
- a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- a carefully planned curriculum that is aimed at children achieving the Early Learning Goals by the end of the Early Years Foundation Stage;
- continuous provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- identification of the progress and future learning needs of children through observations;
- clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- regular identification of training needs of all adults working within the Early Years Foundation Stage.

3 Teaching and Learning Styles

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understand and attitudes. During the EYFS, many of these aspects of learning are brought together effectively through play. Well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. In playing, they behave in different ways: sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing and sometimes they will be quiet and reflective.

The role of the practitioner is to:

- plan and resource a challenging environment;
- support children's learning through planned play activity;
- extend and support children's spontaneous play;
- extend and develop children's language and communication in their play.

Through play children can:

- explore, develop and represent learning experiences that help them make sense of the world;
- practise and build up ideas;
- learn how to control impulses and understand the need for rules;
- be alone, be alongside others or cooperate as they talk or rehearse their feelings;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems;
- express fears or relive anxious experiences in controlled and safe situations.

The EYFS Framework provides a comprehensive series of Learning Outcomes that are graded by age-related outcomes. Within the Trust Nursery-aged children generally work within 30-50 months and toward 40-60 months and the Reception-aged children generally work within 40-60 months and toward the Early Learning Goals. The EYFS teams have a commitment to keep up to date with both local and national agendas. All EYFS team members have been briefed on Dame Tickell's review and have implemented the suggested changes to the framework, September 2012. The Early Years Foundation Stage is now organised into seven areas of learning and development:

PRIME AREAS OF LEARNING (fundamental, work together, and move through to support development in all other areas):

1. Personal, Social & Emotional Development
2. Physical Development
3. Communication & Language Development

SPECIFIC AREAS OF LEARNING (include essential skills and knowledge for children to participate successfully in society):

4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts & Design

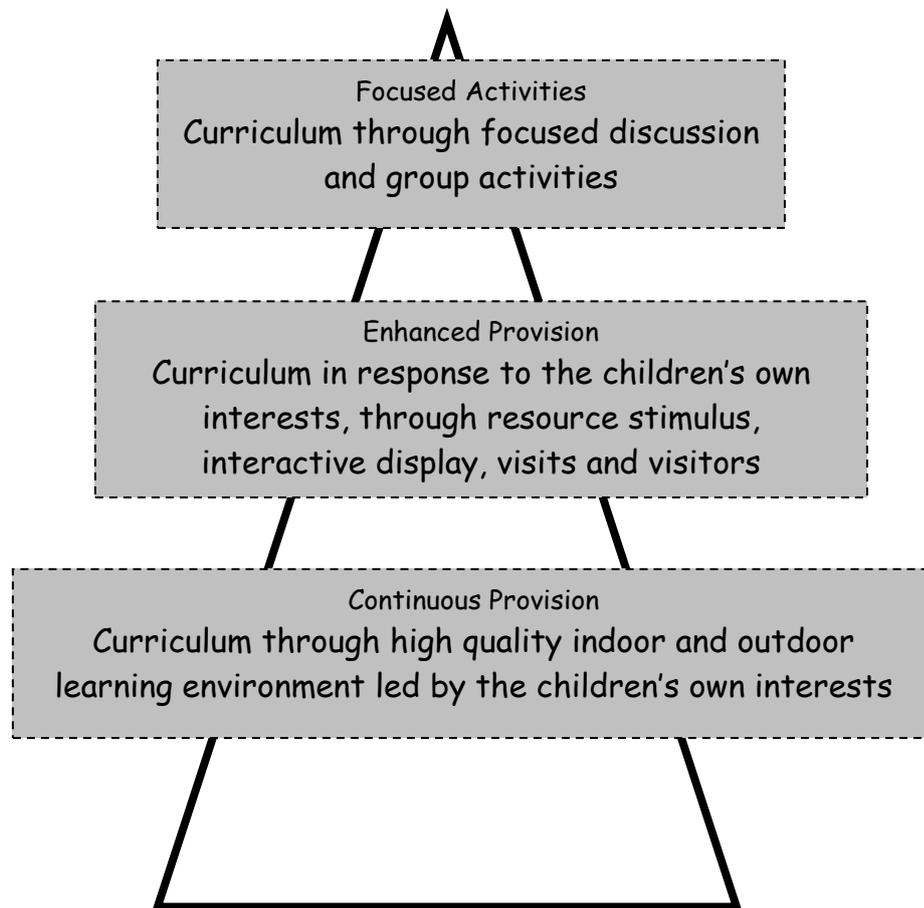
Practitioners working with our youngest children focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. It is expected that 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.

- **Personal, Social & Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Communication & Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

These areas of learning are used to plan the learning environment, and provide a framework the Nursery and Reception curriculum. The EYFS Framework provides the basis for long term planning throughout the Early Years Foundation Stage so laying secure foundations for future learning. We consider the individual needs, interests and stage of development of each child in our care. We use this information to plan a challenging and enjoyable learning experience for each child. Each area of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Our EYFS practitioners respond to each child's emerging needs and interests.

We realise children's learning cannot be compartmentalised - one experience may provide the child with opportunities to develop a number of competencies, skills and concepts over several areas of learning.

In The Dunham Trust the curriculum is approached through continuous provision and built upon through enhancements and focus activities, both indoors and outdoors:



The provision of such a practical environment relies heavily on practical resources.

4 Equal Opportunities in the Foundation Stage – Differentiation, Inclusion & Special Needs

In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children, working toward the aim of children achieving the Early Learning Goals by the end of the stage. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We actively seek to remove the barriers to learning that can hinder or exclude individual pupils, or groups of pupils. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learning English as an additional language
- Children with special needs
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Travellers and asylum seekers

5 Planning for the Early Years Foundation Stage Curriculum

The curriculum for the Early Years Foundation Stage in our schools reflects the areas of learning identified in the EYFS Framework. The learning opportunities that our children experience often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Early Years Foundation Stage Framework is based around 4 themes, each linked to an important principle:

- A Unique Child - every child is a competent learner from birth who can be resilient, capable, confident and self-assured
- Positive Relationships - children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person
- Enabling Environments - the environment plays a key role in supporting and extending children's development and learning
- Learning and Development - children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected

“Development Matters” provides the basis for planning throughout the Early Years Foundation Stage. The recommended “ages and stages” statements help the teaching staff to identify intended learning, with outcomes, for children working towards achieving the Early Learning Goals by the end of the Foundation Stage. In order to achieve these Early Learning Goals the Early Foundation Stage plan and provide a learning environment fosters the characteristics of effective learning:

- Playing & Exploring (Engaging) – children investigate and experience things through play and exploration
- Active Learning (Motivating) – children concentrate and keep on trying if they encounter difficulties and enjoy achievements through active learning
- Creating and Thinking Critically – children have developed their own ideas, make links between ideas and develop strategies for doing things through creating opportunities to think creatively and critically

At Elmridge, the staff recognise the importance of the need to base learning ‘themes’ around the interests of the children. This enables the EYFS team to take account of:

- Interests and experiences of individual children
- Interests and experiences of groups of children
- Information offered by parents

The EYFS teams have enhanced its communication with parents and provided regular opportunities for parents to both contribute and share in the assessment and planning process via the use of ‘School Pupil Tracker Online’ – an online application that allows for the secure sharing of individual child information.

6 Monitoring, Assessment & Target Setting

Assessment plays an integral role in recognising children’s progress, understanding their needs, and planning activities in order to support their needs. It is expected that children will have differing levels of skills and abilities across the Early Years Foundation Stage and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify the need for any additional support. On-going, formative assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

In the final term of the year in which the child reaches age five, the EYFS Profile must be completed for each child. The Profile provides parents, practitioners 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 reflects on-going observations and takes account of all relevant records held by the school including discussions with parents and any other adults who can offer a useful contribution. Practitioners indicate whether children are meeting **expected** levels of development, or if they are **exceeding** expected levels, or not yet reaching expected levels, **emerging**.

Assessment information is shared with parents at regular intervals throughout the school year. In addition to the sharing of assessment information parents are also informed about the school’s target setting procedures. This helps parents identify the ways in which they can support their child with work and encouragement at home. Targets are set very early on, within the first term. The EYFS is always looking at ways to enhance ‘information sharing with parents’ and has recently introduced ‘School Pupil Tracker Online’, October 2016, to parents.

Both Nursery and Reception parents receive an annual report that offers comments on effective characteristics of learning, it highlights the child's strengths and development needs.

7. Safeguarding & 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. Schools in the Trust aim to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

A quality learning experience for children requires a quality workforce. The Trust has a commitment to providing a well-qualified and skilled staff, the Trust feels this strongly increases its potential to deliver the best possible outcomes for children. Schools regularly consider the training and development needs of all staff members to ensure they offer a quality learning experience for children that continually improves. Training also includes a focus on safeguarding policy and procedures as well as statutory safeguarding responsibilities. EYFS team meetings are regularly used to monitor and review children's behaviour and well-being.

The Nursery classes follow the recommended staffing ratios of at least one member of staff for every 13 children, with one member of staff holding qualified teacher status and at least one other member of staff holding a full and relevant level 3 qualification. The Reception classes follows infant class size legislation. The School Standards and Framework Act 1998 (as amended by the Education Act 2002) limits the size of infant classes to 30 pupils per school teacher. In addition, the Trust acknowledges the important of low adult pupil ratios and provides a full-time Teaching Assistant in the Reception classes to provide at least one member of staff for every 15 children.

Medicines – The Trust promotes the good health of children attending the setting. School share with parents the necessary steps to prevent the spread of infection, and the action it will take if children are ill. Medicines are not usually administered, the only exception being inhalers for asthma. A written record, each time an inhaler is administered to a child, is kept and the child's parents are informed on the same day.

Food and drink – All EYFS children are provided with meals, snacks and drinks. These are healthy, balanced and nutritious. Before a child is admitted to an Early Years setting the school obtains information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements.

Accident or injury – All EYFS staff have received appropriate first aid training. As set out in the Government's response to the Paediatric First Aid consultation, all newly qualified entrants to the EYFS, must also have a PFA certificate before being included in the staff:child ratios. This is according to '*Statutory Framework for the Early Years Foundation Stage 2017*'. One member of the Early Years Foundation Stage holds this qualification (Dated: July 2017). Fully equipped first aid boxes are easily accessible at all times with appropriate content for use with children. Written record of accidents or injuries and first aid treatment are kept and parents are informed of any accident or injury sustained by the child on the same day.

Safety of premises, environment and equipment – The Trust ensures that its premises, outdoor spaces, furniture, equipment and toys are safe for use. Schools take all reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency and has emergency evacuation procedures. The premises and equipment are organised in a way that meets the needs of children including those with disabilities. EYFS children have access to outdoor play areas.

Trips - EYFS children are encouraged to take termly trips/outings. Once parental permission is obtained, risks assessments are carried out in order to minimise and manage risks and hazards. Children are taken to appropriate venues, using reputable coach companies, accompanied with additional adult/parental support in order to provide appropriate adult to child ratios.

Risk assessment – The Trust's EYFS has a clear and well-understood policy and procedures for assessing any risks to children's safety, and review risk assessments regularly at EYFS Team meetings.

Information about the child - Schools are legally required to obtain and share information in a confidential manner. Schools must record the following information for each child in their care: full name; date of birth; name and address of every parent (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.

Information for parents and carers – Schools make the following information available to parents: how the EYFS is being delivered in the setting, and how parents and/or carers can access more information (for example, via the DfE website); the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home; how the setting supports children with special educational needs and disabilities; food and drinks provided for children; details of the provider's policies and procedures including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting; and staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency.

Collection arrangements – Parents/Carers will be issued with a confidential password prior to children beginning Nursery. This will be kept in a secure location near the entrance door for Nursery and Reception classes. Parents will also be asked to send photographs of the regular adults collecting children from EYFS. These will be kept in the safeguarding file, near the entrance doors to Reception and Nursery. Any adult that is not recognised or a photograph has not been provided to the class teacher, will be asked to give the password when collecting a child from class. If the password cannot be provided, the parent/carer will be contacted by the person attempting to collect. The password must then be given. If the password cannot be given, school will contact the parent/carer and inform them of the situation and request that they collect their child or provide the additional adult with the correct information. Where possible, two members of staff will manage the drop off and collection times at the entrance and exit door.

8. Behaviour and Discipline

Schools in the Dunham Trust have a number of school rules, but the primary aim is to promote good relationships. We treat all children fairly and apply this in a consistent way. We aim to:

- Give clear and consistent boundaries
- Provide a clear daily structure of routine
- Encourage children to understand the need for physical boundaries and to control their bodies
- Give children opportunities to make choices and decisions
- Give children their own personal space
- Always explain why we want children to do something in particular
- Show children the consequences of their actions

It is our aim for children to grow in a safe and secure environment, to become positive, responsible and increasingly independent members of the school community:

- The class teacher discusses the rules with each class. The Nursery and Reception classes have their own 'classroom contracts'. These are agreed by the children and displayed on the wall of the classroom.
- Following this discussion 'home-school' agreements are sent home to parents. It is expected that these are signed and returned to school and act as agreement of partnership between parents, children and school to ensure
- Circle times are used as an opportunity to discuss and reflect upon behaviour. Circle time is supported by topics from Primary PSHCE Curriculum Planning Matrix for Early Years

Schools reward good behaviour and employ sanctions to enforce the rules.

REWARDS:

- Stickers are awarded for good behaviour and contributions to activities
- Dojo points are awarded in line with the class contract
- Individuals are rewarded with merit badges at the whole school weekly 'Good News Assembly' – introduced in Reception, usually after October half term

SANCTIONS:

- Step 1: If a child breaks a rule they will be given 1 or 2 warnings.
- Step 2: If the rule breaking continues the child will lose a Dojo point with a reminder of the class contract.
- Step 3: If it happens again then it is a short 'time out'. This allows the opportunity to discuss situations with individuals and for incidents to be dealt with immediately.
- Step 4: Parental contact will be made at the end of the school day.

Most problems are dealt with on the spot, with the child being reminded about our expectations and the agreed code of conduct. We will always explain why the behaviour is unacceptable and give the child an opportunity to respond. Where serious incidents occur these are dealt with on an individual basis and where there is a cause for concern regarding an individual's continued poor behaviour school may set up Education Health Care Plan with behaviour targets where appropriate.

Incidents of a more serious nature will always be referred to the Head or Deputy Head teachers. In extreme cases, a child may be excluded from school. In such cases, the latest guidelines from the LA will always be strictly adhered to and governors informed. The attitudes to learning of the children in the EYFS are very positive. Traditionally the children behave very well and have a strong willingness to learn. This is due to:

- Very good relationships, as a result children's personal skills improve quickly, impacting very positively on standards
- Adults are highly skilled in knowing how young children learn and use this well to plan activities which lead to sustained interest and motivation and a strong desire to learn

9. Gifted and Talented

Gifted and Talented pupils will be supported with high expectations and planning within the setting and outside to enable them to pursue work at their own level. EYFS Stage Teachers seek to use a variety of techniques and strategies to provide for the more able child.

10. The Role of the Co-ordinator

It is the responsibility of the Foundation Stage Co-ordinator to:

- keep up to date with government initiatives which directly affect the EYFS
- attend training for these new initiatives
- cross-reference medium term planning with weekly planning
- observe the children in their respective environments
- liaise with the Head/Deputy/Subject Co-ordinators/KS Co-ordinators with EYFS Issues, including Transition
- create and implement a Foundation Stage section of the School Improvement Plan
- carry out performance management interviews with team members
- to ensure there is liaison between other school policies:
 - handwriting policy
 - marking policy
 - presentation guidance
 - anti-bullying policy
 - assessment policy
 - behaviour & discipline policy
 - child protection policy
 - drugs education policy
 - educational visits and activities policy
 - equal opportunities policy
 - health, safety and welfare policy
 - inclusion policy
 - monitoring and evaluation policy
 - racial equality policy
 - religious education policy
 - sex education policy
 - special educational needs policy
 - target setting policy

- teaching and learning policy
- transition policy

Monitoring and review

The implementation of this policy will be monitored by the Heads of School, who will make an annual report to the Local Governing Body of that school.

Approval by The Dunham Trust

Signed: _____
Date: _____
Review date: _____

This policy, signed by a Director on behalf of the Dunham Trust, is held centrally on the One Drive.

End of policy statement