

Early Years Foundation Stage

Policy



2017/18



Aims of Handsworth Primary School

“A School With Great Expectations”

At Handsworth primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

The Early Years structure covers the Nursery, which operates sessional sessions from 8.45am to 11.45pm and from 12.40pm to 3.40pm. The provision is for 15 hours per week with no charging.

The Nursery is run by the Phase lead for Early Years, qualified teacher Mrs Garrett, along with two Nursery Practitioners. 25 pupils attend each session, in either the morning or afternoon.

The two Reception classes have two qualified teachers and a Learning Support Assistant in each. There are additional Learning Support adults allocated to classes with 1:1 or high needs.

The Reception classes are for full time places, although parents have the right to request flexible hours for under 5s.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and strive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Practitioners respond to each

child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Handsworth Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests, and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

When a child leaves Nursery a summary of their development is provided for parents in the form of a written report.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile, along with a written report, are then shared with parents and/or carers.

6. Working with parents

We recognize that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

Our safeguarding welfare procedures are outlined in our safeguarding policy, available on the school website.

8. Monitoring arrangements

This policy will be reviewed and approved by Jo Garrett, Phase Lead for Early Years, and Mrs Liz Winder, Link Governor Early Years, annually. At every review, the policy will be shared with the governing body.

Policy approved by: Jill Augustin/Liz Winder

Date: October 2017

Last review date: October 2017

Next review date: October 2018

Appendix 1: List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework:

Statutory policy or procedure for the EYFS	Where it can be found:
Safeguarding policy and procedures	See child protection and safeguarding policy on the school website www.handsworthprimary.org.uk and notice board in the Nursery
Procedure for responding to illness	See Health & Safety policy on the school website www.handsworthprimary.org.uk and on the staff shared drive N:/Policies/2017 2018/
Administering medicines policy	Supporting Children with Medical Needs policy on the school website www.handsworthprimary.org.uk
Emergency evacuation procedure	See Health & Safety policy on the school website www.handsworthprimary.org.uk and on the staff shared drive N:/Policies/2017 2018/
Procedure for checking the identity of visitors	See Child Protection and Safeguarding policy on the school website www.handsworthprimary.org.uk and notice board in the Nursery
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding policy on the school website www.handsworthprimary.org.uk and notice board in the Nursery
Procedure for dealing with concerns and complaints	See Complaints policy on the school website www.handsworthprimary.org.uk