

Early Years Foundation Stage Policy



STOVER SCHOOL

Approved by: B. Noble (Head teacher).

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Contents

1. Aims and key requirements	2
2. Structure of the EYFS	2
2 Curriculum.....	3
4. Planning	3
5. Teaching	4
6. Learning through play.....	4
7. Assessment, recording and reporting of progress	4
8. Equal Opportunities, Inclusion and Special Educational needs	5
9. Working with parents and the Key Person.....	5
10. Safeguarding and well-being procedures	5
11. Documentation	5
12. Staff Ratios.....	6
13. Food and Drink	6
Appendix 1. List of statutory policies and procedures for the EYFS	7

*For all other information refer to our Early Years Foundation Stage Handbook.

1. Aims

This policy aims to ensure that we, at Stover, set high standards for children to learn and develop and are kept healthy and safe. We ensure-

- All children access a broad and balanced curriculum that gives them the wide 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.

This policy is based on requirements set out in the -

- [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

Key Requirements

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life 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 as they grow up."

Statutory Framework for the Early Years Foundation Stage, DfE 2021.

These four guiding principles below shape our practice within our Foundation Stage provision.

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- All children develop and learn in different ways (The Characteristics of effective teaching and learning.) and at different rates.

2. Structure of the Early Years Foundation Stage within Stover School

In our school, we pride ourselves on the team of highly qualified staff, who work closely together to ensure all children have rich, varied curriculum in order to make excellent progress.

Children can join our Foundation unit within our Nursery from three years of age. Children can then transition smoothly into our Reception Class at the beginning of the school year in which they turn five. (Compulsory schooling begins at the start of the term after a child's fifth birthday). Key Stage 1 begins at the beginning of Year 1.

Our EYFS provision is open for 34 weeks a year. Our Nursery operates between the hours of 8.30am – 4.30pm. Children are able to join the nursery once they have turned three years of age. Our Reception day is 8.30am-3.45pm. We also offer an EYFS breakfast club for both Reception Class and Nursery children from 8am which is bookable in advance, along with afterschool provision and clubs. Parents of 3 and 4 year olds can use the government's 15 hours entitlement across the week, the term following their child's 3rd birthday and can 'top up' their time in nursery by paying for additional hours.

3. Curriculum

At Stover School we recognise that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners, encouraging them to adapt their work, think critically and take risks with their learning.

The seven areas of learning and development shape the educational programme and curriculum that we offer. All areas of learning and development are important and inter-connected. The seven areas of learning are broken down into three specific areas, which are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. Followed by four specific areas, through which the three prime areas are strengthened and applied. More details can be found in our EYFS handbook.

The Prime Areas of Learning and Development

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

The Specific Areas of Learning and Development

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

Characteristics of Effective Learning

There are three characteristics of effective teaching and learning which underpin the seven areas of learning. These are built into our Research based learning model here at Stover School.

- **playing and exploring**
- **active learning**
- **creating and thinking critically**

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our planning appropriately.

4. Planning

At Stover we offer a curriculum to Nurture, Inspire and Prepare our children, to be researchers, discoverers and creators of their own and others learning. This will equip children with good learning behaviours and the skills and knowledge they need to explore and understand the world around them. We work hard to provide a stimulating continuous provision that offers exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

5. Teaching and learning

At specific times in the day, the children will participate in activities that are teacher led. In Nursery and Reception these sessions include: circle time sessions, rhyme time, story times and reading, writing lessons, math's/counting experiences, as well as teaching new skills to support children's learning within the classroom environment. All taught sessions are carefully planned and tailored for each class using previous assessments of the children's knowledge, skills and abilities. Planning is tailored regularly and, in response to the result of taught sessions, ensuring all teaching and learning is relevant, challenging and engaging for each child.

Children in the EYFS at Stover School also benefit from specialist teaching, this is particularly relevant in Reception class. Examples of the specialist teaching include: PE, Spanish, RE, Drama, Music and Singing.

6. Learning through Play

Play is highly valued here at Stover and it is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Our curriculum sets out 'what' we want our children to learn and we decide the most effective ways to teach it, in order to support the children. Children need opportunities to deepen their skills and knowledge in a way that is developmentally appropriate.

When planning our environments for learning we want to stimulate children's interests, building curiosity and independence. We respond to the children's needs and guide their development through warm, positive interactions, coupled with secure routines for play and learning.

7. Assessment, Recording and Reporting of Progress

Assessment plays an important part in helping our parents, carers and practitioners to recognise children's progress, understand children's needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the teaching, learning and development process. It involves staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting on those observations.

Parents and/or carers are kept up-to-date with their child's progress and development through photos and notes on Tapestry. We also meet regularly with parents, along with sharing information informally. Staff address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. In our school assessment takes a variety of forms in order to gain an understanding of each child's level of understanding. Whilst observing and interacting with children, staff draw on their knowledge of the child and their own expert professional judgements, which will then be used to inform and shape future learning.

On entry, we use our own baseline assessments to get to know our children and plan for future learning. We then make a summative assessment at the end of each term to enable us to plan for the term ahead.

At the end of the EYFS, in Reception class, staff complete the EYFS profile for each child, based on the Early Learning Goals. The early learning goals, summarise the knowledge, skills and understanding that children should have gained by the end of the reception year. The Early Learning goals are not a curriculum and do not limit the wide range of rich experiences that we offer.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. Teachers will determine whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

8. Equal Opportunities, Inclusion and Special Educational Needs

At Stover School we value the diversity of all children. We aim to support the needs of all children with additional needs and will make reasonable adjustments to ensure that they have the greatest possible access to a broad and balanced curriculum, involving parents at all times.

As a school we use a Graduated response process to offer layers of support we can build on if necessary. We also work with many external professionals such as Speech and language therapists, Educational Psychologists etc.

For this to be effective, we have Special Educational Needs Co-ordinators (SENCO). In the EYFS, Sharron Humphries is our SENCO. At the end of Reception Class the teacher liaises with the Year 1 teacher and Mrs Fallshaw, our Preparatory School SENCO, to ensure the child's individual needs continue to be met. For more information, we have a Special Educational Needs and Inclusion Policy, which is available on the school's website.

9. Working with parents and the Key Person

We recognise 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 through regular meetings and we encourage parents to talk to teachers should any concerns arise. The Early Years Foundation Stage Framework, Tapestry, Parent meetings, Transition Reports and the EYFS Profile all help to support and inform parents of their child's individual progress and needs.

Each child has an assigned key person. Parents and/or carers are informed of the name of the key person, and their role. The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. The key person will engage and support parents and/or carers in guiding their child's development at home. We also offer families the opportunity to engage with more specialist support if appropriate.

10. Safeguarding and welfare procedures

Children learn best when they are happy, safe and feel secure. Stover School recognises that there must be a child centered and coordinated approach to safeguarding. Stover Schools upholds a culture of safety and raising concerns, so that every pupil should feel safe, listened to and protected. We follow the safeguarding and welfare requirements detailed in the Statutory Framework for the Early Years Foundation Stage along with our Safeguarding policy. (Mobile phones are included in this policy)

We have a designated safeguarding team at Stover. Our designated safeguarding leads are Helen Notman (DSL), Ben Noble (DDSL) and Sharron Humphries (DDSL and DSL EYFS).

11. Information and records –

Information about the child:

Stover school securely records the following information for each child in their care:

Full name; date of birth; name and address of every parent and/or carer who is known to us (Including those with parental responsibility) parent and/or carer the child normally lives with; and emergency contact details for parents and/or carers.

Parents give consent for their child to have a Tapestry profile and agree to the terms and conditions.

Photographic consent from parents is gained for Stover School to use images for publicity purposes.

12. Staff Ratios EYFS

In our Nursery class the staffing ratio is 1:13, as our Head of Nursery, Mrs Humphries, holds a BA Hons in Early years (Level 6), along with Early Years Teacher Status (EYT). Our Nursery staff, Mrs Cook, Mrs Brackenbury and Mrs McIntosh, hold full and relevant Level three qualifications, along with a range of other training and skills.

In our Reception class, the statutory staffing ratio is 1:30. Miss Morton has Qualified Teacher status and is supported by Mrs Diedda, learning support assistant.

All staff in the EYFS team are Pediatric First Aid trained.

Guidance and staffing ratios are maintained as per the Statutory Framework for the EYFS (2021)

Breakfast and after school clubs/care are available for our EYFS children and staffed accordingly.

13. Food and drink

Children in Nursery are provided with morning and afternoon snacks of fresh fruit, toast/crackers or Bread and butter, with either milk or water. Fresh drinking water is available and accessible at all times. Reception class children bring their own snacks.

Lunch is provided in our Prep School dining hall, prepared by qualified staff who have received food hygiene training.

Before a child joins our school, we obtain information about any specific dietary and health requirements, preferences or food allergies. We will then meet with parents to put a plan in place to support the safety of the child. This will then be shared with the relevant staff and reviewed regularly with parents.

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

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

A full set of Risk assessments are also available on request.

*For more information please also refer to our Early Years Foundation Stage Handbook.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
First Aid Administering medicines policy	At least one person who has a current Pediatric First Aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in EYFS Statutory Framework (DFE, 2021). See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Managing behavior	See Behaviour Policy

