

Lawford Mead Primary & Nursery School



Early Years Foundation Stage Policy

‘Proud of our school, proud of our achievements’

Certified as reviewed and approved by the Local Governing Board: 7th November 2018

Next review date: Autumn 2019

*The HERA Primary Academy Trust is a company registered in England and Wales.
Company Number: 10571943.*

EYFS Policy

Relationship to other policies

This policy should be read in conjunction with the following

- Curriculum Policy
- Phonics Policy
- Inclusion Policy
- Special Educational Needs & Disability Policy (SEND)
- Gifted & Talented Policy (G & T)
- English as an Additional Language Policy (EAL)
- Equality Scheme Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Lawford Mead Primary School, children may join the Nursery when they reach their third birthday. They enter the Reception class at the start of the academic year in which they turn five years old. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children “learn and develop well, and keep healthy and safe” We aim to support children in their learning through “teaching and experiences that give children the broad range of skills that provide the right foundation for good progress through school and in life” (Statutory Framework for the EYFS 2012)

The EYFS is based on four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

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, 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/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/ Special Educational Needs & Disability (SEND)

All children and their families are valued at Lawford Mead. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments

take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Welfare

It is imperative to us, that all the children in the school are 'safe'. We aim to educate children on boundaries, rules and limits to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect physical and psychological well-being of all children. (See Child Protection & Safeguarding Policy)

"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".

At Lawford Mead, we understand that we are legally required to comply with certain welfare standards as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children, or who have unsupervised access to them are suitable to do so. (Documental evidence)
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- We adhere to the **SET** (Southend, Essex & Thurrock) procedure

Positive Relationships

At Lawford Mead we recognise that children learn to be strong and independent, from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Parents and children are invited to come and visit the school setting.
- Talking to parents about their child before their child starts Nursery or Reception
- The children have the opportunity to spend time with their teacher before starting school during transfer sessions (see later detail)
- Every morning, the EY Leader meets all reception pupils and carers at the gate, greeting each child by name, valuing the importance of a warm welcome and first point of contact for any questions or concerns.
- Inviting all parents and carers to an induction meeting during the Term before their child starts school
- Participating in a Phonics Workshop with their child, during the first term in Reception, in order to detail how we aim to work with their child in relation to reading and phonics.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting twice a year at which the teacher and the parent discuss the child's progress, in private. Parents receive a written report on their child's attainment and progress at the end their time in Nursery and at the end of the EYFS.
- Arranging activities throughout the year which encourage 3 –way collaboration (library sessions, celebration assemblies, school visits, curriculum days ...)
- Providing parents an opportunity to celebrate their child's learning, by using online Learning Journals, **Tapestry**.
- Written contact through Home/School Diary.
- Sharing those 'Wow' moments encouraging parents to write Wow stars to go on display to celebrate their child's achievements at home.
- Ensuring parents feel they can make appointments to speak with their child's teacher should they wish to.
- Running parenting and support groups run by our family support worker.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded on 'Tapestry' on-line Learning Journals.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and development.

Reception: Teachers and Learning assistants provide the curriculum in the classes of up to 30 children.

Nursery: Teacher and Nursery Nurse (NNEB qualification or equivalent) – 2 sessions of 26 children

There are seven areas of learning and development of which three are “prime areas” and four “specific”.

The **prime areas** are:

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

The **specific areas** are

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

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. 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. However, if a child’s progress in any prime area gives cause for concern, staff will discuss this with the child’s parents/carers and agree how to support the child. This may also include a discussion with the Special Educational Needs Co-ordinator (SENCo).

At Lawford Mead:

“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child-initiated activity. Play is used as an essential part of children’s development, building their confidence as they learn to explore, to think about problems, and to relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is on-going judgement to be made by practitioners about the balance between activities led or guided by adults. Practitioners must 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1 “ (Statutory Framework for EYFS 2012)

- Planning and guided children’s activities will reflect on the different ways that children learn and reflect these in their practice. At Lawford Mead, we support children in using the three characteristics of effective teaching and learning. These are:
- **Playing and exploring** – children investigate and experience things, and ‘have a go’

- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing other things (EYFS 2012)

➤ **Topic Approach**

We follow a thematic approach to curriculum coverage. We use **Cornerstones Creative Curriculum** throughout the school. As an Early Years team, we discuss which topics will give us full curriculum coverage over the academic year, as well as lively pupil engagement. Parents are informed of these topics on the school's website.

Literacy

We systematically follow **Letters and Sounds** throughout Early Years and KS1. The Nursery staff predominantly focuses on Phase 1, teaching the children how to hear and listen, before moving on to rhyme and stories. They also introduce Jolly Phonics, which embeds correct pronunciation and articulation of phonemes through action songs. We aim to provide a literary rich environment both indoors and out. We try to keep labelling and signage relevant and purposeful. Signs and labels in the outdoor environment are weather proof and also reflect where children would realistically see signs and labels in the outdoors.

Reading

By Reception, children are ready for Phase 2, and we teach reading and writing simultaneously. From the pupils third week in school, we follow Letter and Sounds systematically, ensuring children have opportunities to learn in a way that best suits them. The children read with an adult at least once a week. Those pupils, who we feel are disadvantaged, are heard more frequently. We follow a reading scheme, which supports the Letters and Sounds framework. Children are given 'word books' to practice at home. This also runs alongside what has been taught in the classroom, with individual phonemes, key words and Tricky words. Daily Story Time provides depth to the children's experiences and understanding of story structure. We want to develop a love of reading so during term 2, children are given the opportunity to choose a library book from school to share at home. This gives staff the opportunity to discuss favourite books and stories with the children.

Writing

Every morning, the reception children settle to 'Funky Finger' activities. These are purposefully chosen to develop a strong pincer grip, or 'bird beak' muscles. Pupils are supported if we notice them struggling to use equipment. An LSA begins an intervention group after October half term, focussing on name writing.

As a school, we have a cursive hand writing policy. By the end of the reception year, most children are able to correctly form graphemes on lines, ready for year 1.

This is successfully taught by giving the children lots of opportunities to practice 'big' movements with ribbons, giant chalks and water painting. They are also taught 'air' writing with whooshy wands before trying to write graphemes. The pupils use white boards and pens to get the movement of the letter formation. They are also given opportunities to write on paper with a variety of writing tools. Children work on a 1-1, in small groups and as a whole class. We teach children how to hold a pencil correctly and give many opportunities to consolidate their skills. In the summer term, we group the children across both reception classes for phonics sessions. This ensures that the more able children are challenged, and those who need more practise are given more support.

On a weekly basis, the children participate in **Helicopter Stories**, letting their imaginations fly. Individual children have a chance to share their story verbally, scribed by the teacher, and then

acted out by their peers. This gives staff a valuable assessment of the child's literacy level as well as the opportunity for children to lead the learning.

Mathematics

We use the **Development Matters** statements as a framework for Mathematical exploration and teaching in the Nursery. Observations and assessments are often play based but the teacher also uses whole class and small group teaching to develop and challenge pupil's understanding. From reception, we follow **Maths Mastery** as a published curriculum framework which links to Development Matters. This ensures that reception children have a solid and deep understanding of mathematical concepts before they enter Year 1. Children are given a balance of partner work, small group work and whole class activities, as well as opportunities for maths based play. Rigorously following this format ensures that children use practical equipment, then visual images and representations before moving onto abstract concept and notation. Children who show a sound grasp of an activity are given opportunities to work at a greater depth through practical investigation.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the Early Years curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and safety

At Lawford Mead, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

Detailed information and procedures are in the Child Protection & Safeguarding policies.

In line with the EYFS statutory framework 2012, at Lawford Mead we undertake:

- Supporting Pupils with Medical Conditions Policy ensures that there are systems in place so that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent/carer (e.g. Travel sickness tablet on school trips) At Lawford Mead, a written record is kept each time a medicine is administered to a child and informs the child's parents/carers on the same day (Statutory Framework EYFS 2012)
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- In the Nursery and reception classes, a First Aid box is accessible at all times, and a record of accidents and treatments is kept. There are nine members of staff with Paediatric First Aid training throughout the school (this includes three EYFS LSAs, one of whom is in the

Nursery) and three additional members of staff who have successfully completed the full, four day course in First Aid training. All Foundation Stage staff have basic first aid training. Any approved medication for specific children is kept in the school medical room and administered by trained staff.

- The SENCo is the named inclusion manager for the whole school with the Early Years Foundation Stage Co-ordinator as the lead behaviour manager for the Early Years. (refer to Inclusion, Positive Behaviour and Physical Restraint policies)
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- A Lockdown procedure and policy.
- A Photographic and Digital Images policy stating how iPads and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels. Staff are expected to wear clothing that supports them in physically getting to a child's level and playing and engaging with children at floor level.

Transition

Into Nursery:

Parents put their child's name down for a Nursery place. Near to when the child will be 3 years old, the Office staff contact the parents/carers to arrange a Home visit. During this visit, information about the child can be shared, advising nursery staff of the best way to support the child (and parents) in those early days of settling in. (See Appendix A)

Children are usually given a place soon after their third birthday. The morning Nursery is made up of the slightly older children. The Afternoon session suits the younger ones, who then move up to morning Nursery when places become available.

From Lawford Mead Nursery;

- Nursery children are involved in whole school events (Christmas production, sports day, curriculum days)
- Children participate weekly in a P.E session in the hall and in Muddy Adventures led by the P.E specialist in the summer term.
- Nursery 'Helping Hands' take the Register to the school office daily.
- Children are taken on the Big Playground in the summer Term

From other pre-school settings as well as Lawford Mead Nursery;

During the summer Term prior to a child's entry into the Reception year:

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- The children are invited to three separate visits to their reception class.
- Members of staff endeavour to visit other pre-school settings, which the children may come from.
- Home visits are arranged for children 'new' to the school (See Appendix A)

Beginning Reception;

- Break times – the children join the other KS1 children on the playground, initially with all reception staff so that the children see a familiar face.
- Lunchtimes – Initially the children go to the Hall slightly earlier, so that they are given time to learn the routines and expectations, in a calm environment, and for Mid-day staff to get to know the new children.
- From September, both classes have a joint Muddy Adventures lesson with the P.E specialist. This provides an excellent opportunity to develop independent, problem solving, risk taking skills as well as informing a strong baseline assessment.
- Class P.E sessions are also taught by the P.E specialist during PPA cover, in the hall or outdoors.
- Throughout the year, the children in Early Years are included in curriculum days such as Art Day, German Day, Science week etc. Subject leaders are expected to include both Nursery and reception in planning suitable activities.
- Reception classes join KS1 for Singing Assembly from September, ensuring they quickly understand the routine and behavioural expectations for whole school gatherings.
- Reception classes have their own Celebration Assembly where the rewards, systems and different celebratory ‘claps’ are introduced. After half term they then join the whole school for Celebration Assembly.

From Reception Class to Key Stage 1

During the final term in Reception, each child’s level of development is assessed against the Early Learning Goals. This indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (‘emerging’). Year 1 teachers are given a copy of the end of Year Report/summary. This informs the dialogue between Reception and Year 1 teachers about each child’s stage of development and learning needs and assists with the planning of activities in Year 1

At the end of the summer term, children are given a whole morning in their ‘new’ class, and early on in the Autumn Term, parents are invited into school for an explanation of the Year 1 curriculum. This ensures continuing ‘dialogue’ between children, staff and home, and a smooth transition along the child’s continuing Learning Journey ...

Designated Member of Staff – Mrs Dawn Baker

Monitoring and review

This policy will be formally reviewed by the governing body on an annual basis or earlier if new guidance becomes available.

Appendix A:

Lawford Mead Primary School HOME VISITS POLICY

This policy is designed to protect the safety of all school staff carrying out home visits.

Nursery and reception home visits will always take place with staff in pairs.
Policy and procedures must be consistently applied.

Meeting each child in his or her home environment has proved invaluable in

- Gathering information that will enable the children to settle in Nursery or school.
- Establishing positive links with families, especially those of vulnerable pupils.

For parents and children, a visit gives them the opportunity to meet the teacher and support staff in a safe environment, where they feel confident and at ease.

For teachers and support staff, a visit provides the opportunity to:

- Establish early, positive contact
- See the children in their own familiar settings
- Meet other family members, people and pets who are important to the children
- Understand the problems that children might encounter at school, and also to appreciate the wealth of learning that goes on at home.

This all helps to get a fuller picture of the children. Professionals can gain much from observing a child where he or she feels settled and in control.

Twenty five minutes is the standard period of time devoted to each home visit. Visits take place during the term or half term before children are due to start attending Nursery sessions and during the first fortnight of the autumn term for Reception. Parents are telephoned in advance, or spoken to directly, to arrange the appointment.

All visits need careful structuring and prepared resources. Office staff are given a visit agenda with addresses and contact numbers. Staff carry mobile phones in case they need to be contacted. Staff ensure they know addresses and take a map of the local area. Mileage covered is recorded for the finance officer.

Nursery home visits

The Nursery teacher and Nursery Nurse make each visit together. As well as the obvious safety implications, this allows one to talk to the child's parents and the other to focus solely on the child.

Visiting staff members will take an information pack with them when visiting a pupil and their parents in their home. This would usually contain photographs of staff and the kinds of activities the children will be doing inside and outside of the school. A painting apron is shown, and suitable clothing and footwear discussed. The standard forms that would need to be filled in by the parent are explained.

Reception home visits

The teacher and class LSA visit together.

Home/ school links books are shared and parents are encouraged to begin this partnership as soon as possible.

The Learning Board and positive behaviour management system (Moving UP) is explained.

Guidelines for Staff

Working in partnership with parents/ carers

- Show respect for parents/carers as equal partners.
- Be a good listener
- Make appointments in advance and offer alternative dates/ times.
- Ensure that parents know when you will arrive, how long you will stay, what will happen, what kinds of questions you will be asking and what information you will bring.
- Ask them to think about the information they need from you in advance of the meeting
- Accept the right of the family not to want a home visit.
- Confirm Parents/carers actual name.
- Do not assume that all parents are literate.
- Make sure you consider diversity of social, cultural, racial, religious or sexual orientation.

Health and Safety

- Inform Office staff when you are leaving for a home visit.
- Ensure Office staff know your exact movements and when you expect to be back.
- Carry with you and show the parent some form of identification
- Demonstrate normal courtesy-wait to be invited into the home, and expect to remove your shoes.
- If a child answers the door, ask if an adult is present in the house before entering. **Do not enter if an adult is not present.**
- Use common sense, trust your instinct and if a situation feels dangerous or threatening-leave, saying you have to get something from your car.
- If offered a hot drink, make sure you check where to place it, and be very careful of spillage, obstructions and the safety of the child and siblings.
- Do not intervene if a child demonstrates difficult behaviour. You are there as a guest.
- Give yourself time to get to your next appointment.
- Always return to school at the end of visits to report to office staff that you are safe.