

# Hevingham and Marsham Primary Schools and Hevingham Under 5s

## Policy for the Early Years Foundation Stage

November 2023

### **Introduction**

Hevingham and Marsham Primary Schools and Hevingham Under 5's Preschool are guided by the following aims and principles in their provision for the Early Years Foundation Stage (EYFS). The policy has been developed after consultation with staff and senior management; it will be reviewed every three years.

The Early Years Foundation Stage refers to all children from birth until the end of their Reception year. At school therefore, it will include children from the age of 4.0 years up to the age of 5.11 years. In the preschool it will include children from the age of 2.0 years.

We believe that all children should be given the chance to experience the very best possible start to their education. During their first five years of life children develop skills, knowledge and understanding at a speed that will never again be repeated in their lives. This policy aims to describe the features of teaching and learning which will create an environment enabling children to thrive. The early years of education are the foundation upon which they will build the rest of their lives.

### **Principles**

The following principles underlie our practice and are adapted from the **Statutory Framework for the Early Years Foundation Stage (DfE 2023)** alongside our own Early Years Curriculum and Milestones.

Effective learning and development for young children requires high quality care and education by practitioners; this entails:

#### **-An appropriate curriculum, including:**

- Well-planned and purposeful activities, both adult led and child initiated, that link directly to the children's needs and interests.
- Opportunities for children to engage in independent learning, following their interests and answering their own questions.
- Opportunities for children to achieve extremely high levels of involvement and well-being (Leuven Scale).
- A well planned and organised environment, both inside and outdoors, that encourages independence and builds resilience.
- Rich and stimulating experiences that link to the local community and children's interests, exposing them to a variety of environments, ideas and ways of life.

### **-Effective assessment, involving:**

- A baseline assessment within the first six weeks of starting. For Reception children, this will be the statutory baseline assessment along with observations made by staff and recorded on Tapestry. For preschool children, this will be undertaken by practitioners observing the child and recording their assessment on Tapestry. Parents will also be consulted on their child's development and this will form part of each child's baseline assessment.
- Ongoing assessment of children's skills, knowledge and understanding through targeted observations made by staff and recorded on Tapestry.
- Staff will have a clear understanding of each child's development based on these assessments. These will be shared with parents.
- Staff will regularly discuss each child's progress, ensuring that all staff working with a child knows how to best support their development. The "Reflections" function on Tapestry will be used to record and monitor each child's progress and needs.
- This ongoing assessment will form the basis of planning activities and the environment.
- Provision will be adapted to provide effective support for all children.
- Within preschool, the Two Year Check will be undertaken by practitioners and recorded on Tapestry. Parents will be consulted about their child's development and will be able to access this report on Tapestry.
- At the end of Reception year, parents will receive the EYFS Statutory Profile which is based on a holistic, best fit judgement about their child's development. This will state whether the child has reached GLD- good level of development in the prime areas of learning. This is also passed on to the Year One teacher to aid transition.

### **-Positive relationships, requiring:**

- Practitioners to ensure that all children feel included, secure and valued.
- Staff to build positive relationships with parents and carers.
- Respect and regard for all children, their families, backgrounds, culture and beliefs.
- An environment which is safe and secure.
- Recognition of children's individual needs and the different rates at which they develop emotionally, socially, physically and intellectually.
- Opportunities for children and parents to talk and be listened to.

## **Teaching and Learning in the Early Years Foundation Stage**

The Early Years Foundation Stage is divided into three prime areas and four specific areas. The prime areas are fundamental throughout the EYFS, developing in response to relationships and experiences. The specific areas include essential skills and knowledge for children to participate successfully in society. These underpin our own EYFS Curriculum and Milestones.

The prime areas are:

- Personal, Social and Emotional Development
- Physical Development

- Communication and Language.

The specific areas are:

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

We aim to offer a curriculum that encompasses a wide range of real experiences and focuses on learning through play, led by the children's needs and interests. It is understood that very young children deepen their understanding by 'playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other' (QCA 2000) and this is at the heart of all planning and interactions.

Many aspects of learning are brought together effectively through playing and positive interactions. Teaching and learning opportunities are presented in a range of ways:

- Adult led
- Adult initiated but independently carried out by children
- Child initiated

All of these activities could be individual, small group, large group or whole class based. Adults are always assessing the children and adapting their questioning, support and interactions to best aid the learning and development of each child.

### **Organisation**

In both the preschool and Reception class, children will follow a consistent daily routine that allows room for flexibility. Sustained periods of time are reserved for children to explore the environment and to sustain high levels of involvement in an activity. Reception classes will adapt their routine as the children progress and begin the transition to Key Stage One.

Children in both settings have access to all available resources and are able to use them freely. Children are taught to respect resources and there are clear expectations around safe and respectful use of the environment. Both continuous and enhanced provision, indoors and outdoors, is carefully planned and frequently reviewed to challenge and support children in meeting their next steps. It also planned to cover all areas of the EYFS curriculum.

In both settings, adult directed activities are planned and taught as needed. The frequency and timing of these may change depending on the needs of the children. In Reception classes, all children will have a daily phonics session and will take part in adult directed Maths and English tasks at least once a week.

### **Adult Support**

Children in all settings are taught by qualified and skilled staff. All adults aim to extend learning through targeted questioning (Bloom's Taxonomy), positive interactions, modelling and scaffolding. Adults also spend time carefully observing the children, assessing their progress and adapting teaching and planning as needed, reacting quickly to changes in the

environment or the needs and interests of the children. Parents and carers are encouraged to take an active role in their child's education and are frequently invited into settings.

### **Equal opportunities**

The schools operate an Equal Opportunities Policy in line with Norfolk Local Authority guidance. All children have equal access to the curriculum. Practitioners plan 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, cultural and religious backgrounds, children of different ethnic groups including Travellers, refugees and asylum seekers and children from linguistic backgrounds other than English. Children are encouraged to develop an understanding that people have different needs, views, cultures and beliefs, that need to be treated with respect; they are also encouraged to develop an understanding and respect for their own needs, beliefs and culture. Staff are alert to the possibility of stereotyping and take steps to challenge it when it occurs.

### **Special Needs**

Practitioners plan for the individual learning needs of every child. Every effort is made to identify particular needs which require intervention beyond routine classroom differentiation. In consultation with the school's SENCO (Special Educational Needs Coordinator) and outside agencies where appropriate, the class teacher will write an Individual Education Plan (IEP) detailing the steps being taken to address the needs identified. Further information can be found in the school's SEN Policy.

### **Assessment**

Before beginning school or preschool, parents will be contacted by a member of staff via phone or a home visit to talk about their child, including any strengths and areas where they may need support. This information will be used to inform planning and transition. Parents are encouraged to pass on records of achievement from any previous settings that the child has attended. Hevingham and Marsham Primary Schools will work closely with the Hevingham Under 5's to ensure all children have a positive transition to the school.

Within six weeks of beginning Hevingham Under 5's, staff will have used their daily observations along with information from previous settings and parents to form a baseline of each child's current levels of development.

Within six weeks of beginning Reception, teachers will have undertaken the statutory Baseline Assessment with each child. Staff will have also used daily observations along with information from previous settings and parents to form a baseline of each child's current levels of development.

Staff in all settings observe the children and record this in their learning journey on Tapestry. Parents are able to access this freely and are actively encouraged to add their own "wow moments" from home.

Using these observations, staff will regularly monitor and discuss children's development and how to support each child to make good progress in a way that is developmentally appropriate. Teachers/Lead Practitioner will update the child's "Reflections" at least termly to show and monitor progress.

Statutory assessments will be undertaken at the appropriate time, including the Statutory Baseline assessment and EYFS Profile for Reception and the Two Year Check in preschool.

### **Admissions Policy**

The schools follow the Norfolk admissions policy. Children enter school in the Reception class on a full-time basis the year in which their 5<sup>th</sup> birthday lies between 1<sup>st</sup> September and the 31<sup>st</sup> August. When starting school, there is some flexibility to attend some half days until the child's parents/carers and the teacher feel that the child is ready to attend full-time.

The preschool is open for children from 2 years of age. We offer half day or full day places. Funded places are available depending on eligibility.

### **Transitions**

Both Hevingham and Marsham Primary Schools and the Hevingham Under 5's aim to build good relationships and work closely with parents and carers.

As a child begins their time at Hevingham Under 5's, parents/carers will be sent a Starter's Pack and offered a phone call with a member of staff. This is to ensure that staff have a good understanding of the child's strengths and needs before they begin their sessions and enables us to begin building a positive working relationship. Parents will also be offered short stay and play sessions to aid transition.

Before a child begins their time in Reception, parents/carers will be sent a Starter's Pack and will also be offered a home visit with the Reception teacher and a teaching assistant. Staff also run a parent's information evening and work closely with any relevant preschool settings to ensure a smooth transition.

### **Health and Safety**

As part of the curriculum children are encouraged to be aware of their own personal safety, health and hygiene and to have regard for the health and safety of others.

In particular, the following steps are taken to promote the health and safety of the children:

- Doors out of the classroom are fitted with finger guards.
- At Hevingham and in the Under 5's, there are toilets within the classroom.
- Children are regularly reminded about the importance of hand-washing and taught how to do it thoroughly.
- In all settings, outdoor areas are fenced and the gates are shut when the children are outside. The children know that they must not leave this area without permission.
- At Hevingham and Marsham Primary Schools fresh fruit is available every morning break.
- Drinking water is available throughout the day: children use named water bottles.

- Safe use of equipment is encouraged at all times.
- School guidelines are followed concerning suitable dress for P.E. and safe practice in the teaching of P.E.
- The classroom has a First Aid box and the staff have up to date basic first aid training. All settings have a member of staff trained in Paediatric first aid.
- Equipment which is unsafe through wear or damage is discarded as soon as staff become aware of deficiencies.
- Injuries to children are recorded on the Accident Book kept in the office and reported to parents at the end of school. All head injuries are reported to parents the same day.
- All staff are aware of local authority and school child protection procedures and what to do if they have concerns about a child's well-being.

Please read this policy in conjunction with;

DfE (2012) Statutory Framework for the Early Years Foundation Stage.  
QCA 2000 Curriculum Guidance for the Foundation Stage  
School EYFS curriculum