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Rush Green Primary School



EYFS Policy

Foundation Stage Policy

The Foundation Stage covers the development of children from birth to the end of the reception year. This stage recognises that early childhood is an important part of life that has its own particular needs. The Foundation Stage values the very many skills that young children have developed before they come to school and the importance of the role that parents and the child's family play in this. At Rush Green Primary School, we recognise, that in order to help our very youngest children achieve their full potential, learning should be inter-related, based wherever possible on first-hand experience in partnership with the child's family.

This Foundation Stage Policy should be read in conjunction with all other policy documents in the school.

Aims and Principles

The Foundation Stage at Rush Green Primary intends to:

- Challenge children and set high expectations for learning behaviour
- Provide an atmosphere in which every child and adult feels secure, valued and confident.
- Provide a broad and balanced curriculum that includes a range of activities responsive to the needs of individuals and fosters learning across the seven areas set out in the EYFS Statutory Framework (2023)
- Provide a programme of activities and experiences in response to the assessment of individual children's needs and progress in order to develop each child's knowledge, skills and enjoyment in all areas of experience
- Enable children to acquire the essential knowledge, skills and practical abilities to build upon their prior learning and prepare them for the next stage of their education
- Equip children with a strong foundation of phonetical and numerical understanding
- Provide children with a vocabulary rich curriculum
- Provide a stimulating and challenging indoor and outdoor learning environment with high expectations, which encourages children to develop independence, resilience and enthusiasm for learning.

- Establish supportive and effective partnerships with parents and carers, where they feel valued and enabled to participate in their child's learning.
- Ensure that children with special needs and those for whom English is as an additional language are identified early and appropriate support is provided for them to develop and enjoy school.
- Ensure all staff receive regular CPD to ensure they are up to date with the expectations of delivering the EYFS curriculum and safeguarding

The Curriculum

The curriculum for the Foundation Stage is based around the seven areas of learning. These then lead into the 'Early Learning Goals' for children to achieve by the end of Reception. We use direct instruction, alongside purposeful and well-planned provision (360 learning) meaning our children know more and can do more.

The curriculum is divided into 'Prime' and 'Specific' areas. The prime areas lay vital foundations in the early years and support the development of life-long skills. The three prime areas: personal, social and emotional development (PSED), communication and language (CL), and physical development (PD), describe core aspects of early child development.

The specific areas of learning cannot be developed alone, and rely on the skills gained in the prime areas of learning. The specific areas of the curriculum are: literacy (L), mathematical development (MD), understanding the world (UW) and expressive arts and design (EAD).

Prime Areas

Personal, Social and Emotional Development. (Self-regulation, Managing Self, Building Relationships)
Children learn to be self-confident, co-operate and function in a group. They learn how to work and play with others. They develop personal and moral values. They are encouraged to be independent but to be able to recognise their needs and when they may need help, as well as beginning to understand the needs of others.

Physical development. (Gross motor, Fine motor)

Children learn physical control, mobility and awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes towards a healthy and active way of life are developed. Fine motor skills are a huge part of our curriculum which supports the children's development to hold a pencil correctly.

Communication and Language (Listening, Attention and Understanding, Speaking)

Children learn to speak confidently and clearly, enjoy stories, songs and poems, hearing and saying sounds and linking them to the alphabet. Children are encouraged to become confident speakers. Emphasis is placed on the importance of language and vocabulary.

Specific Areas

Literacy (Comprehension, Word Reading, Writing)

Early reading is taught through a rigorous and sequential approach to systematic, synthetic phonics. The programme of study we follow is Jolly Phonics. The teaching of phonics happens every day from Reception and through to year two. Children are taught to blend and segment through daily group sessions of twenty minutes. They are also taught to read through individual reading sessions. Children are encouraged to read at home regularly to ensure that they make maximum progress. Reading books are carefully matched to the sounds children are being taught. We provide many opportunities to foster a love of reading and introduce children to a wide range of literature. Children learn and recite stories, songs and rhymes as well as write for a range of purposes.

Mathematical Development (Number, Numerical Patterns)

Children learn about number, shape, space and measure through direct teaching. They further develop their understanding of these mathematical concepts through stories, songs, rhymes, games, investigations and imaginative play.

Understanding the World (Past and Present, People, Culture and Communities, The Natural World)

Children learn to question, enquire, and explore to discover more about the world around them. They explore past events in their own and their families' lives and also have the opportunity to find out about other cultures, religions and beliefs. These become a foundation for history, geography, science and technology when they enter key stage 1 at the end of EYFS. **Expressive Arts and Design** (Creating with Materials, Being Imaginative)

Children explore colours, materials, shapes and techniques as well as develop imaginative ideas, through dance and role play. Children are encouraged to tell stories and create music.

The Learning Context

In order to create a welcoming, well-organised, stimulating learning environment, which provides children with opportunities for discovery across the curriculum, resources are clearly labelled and located in designated areas where they are easily accessible. Children are encouraged to handle equipment carefully and to help with tidying up. We aim to encourage independence and develop a sense of responsibility.

Areas are designated within the classroom and shared areas to maximise learning opportunities. All classes or shared areas in Nursery and Reception have:

- A writing area containing various writing implements and papers as well as envelopes, word banks and dictionaries.
- A book area containing a range of fiction, non-fiction, poetry and class-made books.
- A mathematical table or area, which allows children to select appropriate items to help them solve practical problems.
- An art/creative area containing resources for a range of art, design and technology activities.
- A construction area containing resources for developing fine motor skills, social interaction and problem solving.
- A small world area, which allows children to extend fine motor skills, engage in imaginative play and develop language.
- An area for sand, water and messy play, where children can engage in practical investigations.
- A role-play area, which is themed and developed in relevance to topics.

Outdoor Play

The outdoor play area is enclosed and provides a safe place, which acts as an extension to the indoor classroom. In addition, activities are provided to develop, enhance and extend physical and social skills. Areas are designated as areas of provision to maximise opportunities for cross-curricular learning, eg, the mud kitchen or water area.

Assessment

Before entry into the Nursery, practitioners consult with parents during home visits to discuss each child's needs. This provision also enables staff to make initial assessments of children before they are admitted to Nursery.

On entry into EYFS, children are assessed through adult led and child led activities. These activities support staff to assess children's individual starting points.

Children also complete the statutory Reception Baseline Assessment (RBA) in the first few weeks of Reception. Ongoing assessments are updated each half term through assessment of learning and observation. Evidence of children's progress and achievement is collected through:

- informal observations – using Evidence Me software
- Discussions amongst practitioners
- Questioning and interaction with the child
- Focused activities/tasks

- Samples of work
- Talking to parents

During the summer term, all children in reception are assessed against the 'Early Learning Goals' within the EYFS Profile. By the end of EYFS, children are working towards reaching a 'Good Level of Development' (GLD). This is defined as children who have achieved the expected level in the prime areas as well as the learning goals for literacy and mathematics. These assessments are statutory requirement where all outcomes are reported to the Local Authority. Outcomes are also analysed by school leaders so that strengths and areas for development can be identified and linked to school development plans. Moderation of outcomes and data take place at least termly as part of staff CPD. Internal moderations are carried out each half term in collaboration with other schools or leaders to ensure that accuracy is maintained. We also partake in moderation with other schools to quality assure our judgements and share practice.

SEND

Children with additional needs are identified swiftly and we work closely with parents, the school SEND team and outside agencies to ensure the child is fully supported. The curriculum is adapted to meet each individual child's needs.

Safeguarding and 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 as stated in the Statutory

Framework for the Early Years Foundation Stage (2023)

Children attending Rush Green are provided with a welcoming, safe, secure and stimulating environment where children are able to enjoy learning. They are unable to leave unless supervised. We ensure that all necessary steps are taken to keep children safe and well including ensuring suitability of adults working alongside the children. All staff are fully qualified and DBS checked. Staff ratios are fully met. There is a qualified teacher and three TA's in the Nursery. In Reception there is one teacher and one Nursery Nurse /Teaching Assistant per class.

Risk assessments are carried out both inside and out and are reviewed regularly. Equipment is checked daily and appropriate measures are made to ensure children are safe at all times.

All staff are aware of which doors/gates are locked/unlocked and have access to keys/ fobs. All are aware of fire exits and procedures. Records and assessments are confidential and all staff are aware of the importance of following GDPR guidelines. Personal phones are locked away during teaching hours.

School policies are regularly updated and shared with staff. Regular CPD is given to ensure all staff are up to date with all EYFS requirements, school procedures, policies and records, Safeguarding policy, Intimate care policy and Health and Safety Policy.

Collection

Parents are asked to provide in writing, all adults given permission to collect their child from school.

This is displayed in each classroom in the teacher's cupboard. It is also on the school system (password protected). Parents are also asked to provide a password in the event of somebody collecting in an emergency. This is included on the same document.

First aid

Our school uses an online medical tracker that alerts parents via an email or app notification when a child has had an accident and received first aid. This might be followed up with a courtesy phone call if the child has received a bump to the head or any mark above the neck. There are qualified first aiders and paediatric first aiders on site at all times. Our named first aiders are displayed in each setting.

Home / School Links

Parents are invited in once per term to discuss their child's learning:

They are encouraged to fill in a form entitled 'Parent Voice', in which they can make comments on the progress their child is making.

Parent workshops are also offered to support parents at different points throughout the year e.g. Phonics/ Maths/ Creative sessions.

Reading (In Reception)

Children are given reading books to match their phonic ability and these are changed on a daily basis. Parents are expected to read with their child and sign the diary every evening. Books are only changed when the diary has been signed. Parents are encouraged to write a comment about their child's progress.

Phonic journals are given to each child at the beginning of each half term to inform parents of the sounds and words the children will be learning. There are also lots of activities and ideas for parents to use with their children at home.

Monitoring and Evaluation

The EYFS team meet weekly to monitor and moderate progress. The Foundation Stage Leader carries out monitoring of the curriculum through the review of plans. Findings are shared with the Deputy Head/Phase Leader. The Phase Leader, members of the Senior Leadership Team and Curriculum Leaders carry out monitoring through lesson observations and work scrutinise. Monitoring provides the opportunity to ensure curriculum coverage, continuity and progression for all pupils, including high achievers and pupils with special needs.

Nursery Admissions

Children whose 4th birthday falls in the academic year (between the 1st September and 31st August) are admitted into Rush Green Primary School from the Autumn term of that year. During the first two weeks of the Autumn term, Nursery practitioners make home visits to families of that year's intake. We have introduced a comprehensive induction programme for those starting in the Nursery. From experience, we believe that if induction procedures are followed appropriately, with care and professionalism, children and parents will have a successful and enjoyable start to school. There will be a wide range of opportunities to visit the school prior to attending as well as induction and parent meetings throughout their time at school.

Reception Class (Year R) Admissions

Children whose 5th birthday falls in the academic year (between the 1st September and 31st August) are admitted into a Reception class from the Autumn term of that year. Initially children attend on a parttime basis; parents are informed of these sessions in the summer term prior to starting in September. Parents and children new to the school will have had a range of opportunities to visit the school and attend induction meetings. All children attend on a full-time basis by the end of September. Again, there will be a wide range of opportunities to visit the school prior to attending as well as induction and parent meetings throughout their time at school.

Classes/ Session Times

Nursery

Nursery AM session- 8.30am-11.30pm

Nursery PM session- 12.30pm- 3.30pm

Nursery Full time- 8.30am- 3.30pm

A healthy snack is available for children at each session.

Full time Nursery children are asked to bring a packed lunch to Nursery with them. There are 2 midday assistants assigned to Nursery who join Reception in the dinner hall to eat and then in the EYFS playground after.

Reception

The school day for children attending full time: 8.40am – 3.10pm. Children are provided with a healthy snack daily. At lunchtime children may have a free school dinner or bring a packed lunch. Packed lunches and dinners are eaten in the school hall. Reception classes have 2 assigned mid-day assistants.

Links with outside Agencies

Staff, parents and children have links with various agencies to support children's needs. These include – Speech Therapists

Educational Psychologist

SEN Support Team

Inclusion partners

Health Visitors

Social Workers

Medical support e.g. Occupational Therapist, School Nurse

