



Early Years Foundation Stage Policy

Adopted Date: **27/01/2021**

Review Date: **27/01/2022**

*This policy needs to be read in conjunction with the Safeguarding Policy.
The terms of the Safeguarding Policy are to take precedence over the
guidelines set down in any other policy.*



INTRODUCTION

Welcome to the Early Years Foundation Stage (EYFS), which is how the Government and Early Years professionals describe the time in your child's life between birth and the age of 5.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and success. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

Nurseries, pre-schools, reception classes and child-minders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

At Hadleigh Community Primary School children can enter the Hadleigh Hedgehogs Nursery (the school's Governor Led provision) at 3 years old and can receive up to 30 hours care in this provision per week. This provision is based within the school grounds. In the September following your child's fourth birthday children can join the Reception classes within Hadleigh Community Primary School. It is important to note that even if your child attends Hadleigh Hedgehogs Nursery they must still apply for a school place in Hadleigh Community Primary School's Reception classes.

OUR AIM

We aim to ensure that within our EYFS provision we provide high quality learning experiences. We strive to provide our children with an education that is both enjoyable and inspirational, whilst ensuring challenge to enable the children to take risks and develop skills to allow them to become independent learners. Through our partnerships with parents/carers and other relevant outside agencies we strive to provide a curriculum which meet the needs and interests of our pupils.

ADMISSION AND INDUCTIONS

Please see the School's Admissions Policy or the Nursery Admissions Policy for more details or any entry criteria.

In the Nursery Inductions includes

- A home visit carried out by one of your child's teachers and teaching assistants
- New parents' information meeting prior to your child starting nursery
- Visits to any Pre-nursery provisions by a member of the nursery staff
- Staggered admissions allowing children to start in small group over the first week of term
- Stay and play sessions to introduce your child to the setting within the first week of term

In Reception Inductions includes

- New parents' information meeting prior to your child starting school
- Visits to pre-school providers so that the children can meet staff and ask any questions they have and enable the school staff can learn more about the children
- Two transition visits prior to the children starting school. On the first visit you will be asked to accompany your child. During this visit, you have the opportunity to talk to staff and share any relevant information. On their second visit the children stay on their own and have the opportunity to start developing friendships ready for the start of term in September.

AIMS FOR THE EARLY YEARS FOUNDATION STAGE

We aim to provide a broad, balanced and differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure and stimulating



environment. We deliver this curriculum whilst adhering to the statutory regulations set out in The EYFS Framework.

The EYFS Framework exists to support all professionals working within EYFS to help your child, and was developed with a number of early years experts and parents.

It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare
- The 7 areas of learning and development which guide professionals' engagement within your child's play and activities as they learn new skills and knowledge
- The assessments that will tell you about your child's progress throughout their time within the EYFS
- The expected levels that your child should reach at age 5, usually the end of the Reception year; these expectations are called the "Early Learning Goals (ELGs)"

TEACHING AND LEARNING

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children's development will focus on the 3 Prime areas first.

These are:

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

These Prime areas are considered essential for your child's healthy development and future learning.

As children progress, the Prime areas will support their development in the 4 Specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive arts and Design.

These 7 areas of development are used to plan your child's, play, learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like the curriculum in primary and secondary schools, but it is suitable for very young children. It is designed to be flexible so that staff can follow your child's interests, whilst providing them with meaningful experiences which aim to develop and foster positive 'can do' attitudes, build confidence and resilience and encourage sensible risk taking and the development of problem-solving skills; (The Characteristics of Learning)

CURRICULUM DELIVERY

All staff are involved in planning a curriculum which:

- Provides children with the opportunity to learn through a mixture of play, child initiated and adult led activities and learning experiences.



- Children have time and space to engage in their own child-initiated activities whilst also participating in planned adult led activities.
- We observe and listen to children and provide opportunities for them to express feelings, opinions and ideas.
- We engage in play with the children, providing exposure to positive role models of language to support the development of communication skills.
- We observe and involve ourselves within play to help develop and extend the children's learning, vocabulary and address any possible misconceptions.
- We encourage children to 'take risks' and to challenge themselves.
- We promote gender and cultural diversity through the choice of appropriate topics and resources.
- In Reception children will have discrete phonics and maths sessions, as well as an opportunity to share a piece of text, rhyme or story.

Through play our children explore and develop their learning experiences which helps them make sense of the world. They practice and build up ideas and learn how to control themselves and understand the need for rules, sharing and co-operation. They have the opportunity to think creatively alongside others as well as on their own. They have the ability to express fears and relive anxious experiences in a controlled and safe environment. We deliver learning for all areas of the curriculum and during the day children will have free access to the outdoor environment.

SNACK AND COOKING

Children will be given the opportunity to access snack in both Nursery and Reception. The children will be given a choice of fruit and also a healthy carbohydrate option, which may include toast or cereal such as Cheerios. The children also have access to milk and water. Children are expected to bring in their own named water bottle, which should only contain 'pure' water and not juice. At different times of the year children will also be given the opportunity to taste food from around the world. Children also have the opportunity to cook items linked to the different topics we are covering. We fund cooking and snack through the snack fund. Please make your payments via School Gateway, which will contain information about the current price. Naturally we will ensure that we cater for dietary requirements when planning both snack and cooking activities.

READING AT THE HEART OF OUR CURRICULUM

Across the school we aim to foster a love of reading, placing reading at the heart of the curriculum.

In Nursery children sing Nursery Rhymes and enjoy story sessions, as well as being able to take home high-quality story books for you to share as a family.

In Reception we have daily class reading sessions, where we enjoy reading different texts such as rhymes, information texts and stories to encourage reading for pleasure. We also provide the opportunity for children to choose a book from the Reception library to take home and share with family members. Children are provided with a guided reading book and encouraged to take home free choice reading books. Children also visit the local library in Hadleigh and are encouraged to take part in our 20 Greatest Reads challenge. The children also have daily phonics sessions and start to learn to read high frequency words.

HOW CAN I FIND OUT HOW MY CHILD IS GETTING ON?

It is important that you and the professionals caring for your child work together. You need to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will need to be with your child's teacher or learning support assistants.



In Reception we will provide you with learning leaves to help grow a class achievement tree to celebrate events which your child has completed at home.

You can also share photos and video as well as any wow moments using your child's online learning journal.

CONTINUAL ASSESSMENT AND TAPESTRY

As staff work with and observe your child within the setting they will be constantly making informal assessments about your child's learning and development. They will also be sharing information with you about different learning experiences, observations or teaching points using our online learning journal, Tapestry. Observations may be accompanied by photos as supporting evidence. An observation may provide evidence to support learning in several areas of the curriculum. It is not a photo journal or diary of what the children have been doing each day. It is a medium which allows the staff to share experiences, observations, knowledge and progress about your child and the next steps in their learning. The software program also allows you to upload photos and add your own comments or observations. You will be asked to sign an 'Acceptable Use' policy before you can be issued with a password to access your child's journal.

DISCUSSIONS WITH PARENTS AND CARERS

As soon as the children enter the Foundation Stage the staff will begin to start observing their learning and development. In Reception we hold a general parents' meeting approximately 6 weeks into the school term. At this time, you will be provided with more information about the teaching of reading, phonics and maths. Throughout the year other videos or explanations may be uploaded to Tapestry explaining different approaches we use or concepts being taught. The 'open door' drop off and pick up allows parents/carers to talk to staff on a daily basis.

In Nursery you will be invited to attend a stay and play session, during the first term. At the end of the Autumn term you will receive a written report which tells you about how your child is progressing and will identify any necessary Next Steps in their learning. Your child's opinions about what they like, what they are good at and what they would like to be better at, is also included. There is also a section for parents and carers to add their own comments. In the Spring term there will be another set of stay and play sessions for Nursery children and then at the end of the Summer term you will receive a letter detailing your child's achievements throughout their time in Nursery as well as identifying their next steps in their learning.

In Reception we offer an October Parents' Consultation and then at the end of the term we also complete a report which follows the same format as Nursery. In the Spring term you will be offered another Parents' Consultation appointment and also the opportunity to share your child's work with them. At the end of the Easter term you will be provided with a report highlighting your child's Next Steps for the Summer term. At the end of the Summer term you will receive a final report and also a copy of your child's Early Learning Goal (ELG) results.

In Reception, and now also in Nursery, any interests expressed by your child will be recorded and used to inform and shape the planning using a 'PLOD' (Possible, Lines of Direction), which we will send out to you. These tell you about the topics we are learning about and ask you to discuss these with your child and add any ideas they have to further their learning in this topic.

FORMAL ASSESSMENT

- ON ENTRY

The staff carry out baseline assessments, observing your child's knowledge and skills in their first month at school. This information is then used to inform our planning and provision. From September 2021 Reception children will be required to take part in a formal national baseline assessment.



- END OF RECEPTION

At the end of the EYFS – in the summer term of the Reception year in school – teachers complete an assessment which is known as the EYFS Profile. This assessment is carried out by your child's Reception teacher and is based on what they and other staff caring for your child have observed over a period of time.

Another important part of the EYFS Profile is your knowledge about your child's learning and development, so do let your child's class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers. The children's use of technology at home is also another important area that teachers will ask about.

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year – Year 1 – will know what your child really enjoys doing and does well, as well as their areas for development.

The school will give you an end of year report about your child's progress.

THE STRUCTURE OF OUR EYFS UNIT

The school has an onsite Nursery which takes one intake per year and which currently has 52 places in the morning, split between 2 Nursery classes both lead by a qualified teacher. The children are able to alternate their sessions between our traditional nursery building and our Forest School nursery. We also have the capacity to offer 39 places during our afternoon session, primarily for those children whose families are eligible for the 30-hour funding. Further information can be found in the Nursery Admissions Policy. The Nursery sessions run from 8.30am to 11.30am with a paid Lunch Club running from 11.30am-12.30pm. For those children adding afternoon sessions the timings are 12.30pm to 3.30pm. There is also the opportunity for Nursery children to attend wrap around care from 7.30am until 6pm.

In Reception children are split into classes and have a dedicated class base and teacher. The Reception timetable is designed so that the children have opportunities for specific class time during the day and also free-flow opportunities, where the children from the different classes mix and access all the areas of the unit both inside and outdoors. In Reception the children will have a phonics and maths session daily, as well as opportunities to read and to listen to a story or share an interesting text or rhyme.

All the children in EYFS have the opportunity to have sessions with the school's specialist Music and PE teachers. Children in Reception also have regular opportunities to visit the onsite woodland to take part in Forest School type activities.

COLLECTING YOUR CHILD

At the beginning of each school year you will be given the opportunity to provide us with a list of people who are able to pick up your child. If it is an expected change of routine you can always contact the School Office and they will let the teachers know who will be picking your child up. If you do not make us aware of a change and the person who comes to pick up is not on the approved list we will be unable to let your child leave the premises until we have been able to contact you directly. If you are late picking up your child and we have not been informed of any delay we will attempt to contact you and send your child to Wrap Around Care. You may be charged for this service.



WRAP AROUND CARE

Children in both Nursery and Reception can attend the payable extended school sessions both before and after school. They can attend the 'Baby Early Bird Sessions' and the 'Little Owls' sessions. These start from 7.30am and end at 6pm. Bookings for these sessions are carried out through School Gateway and are completed and paid for electronically.

TRANSITION ARRANGEMENTS

When starting Nursery, you and your child will be invited to stay and play sessions where you will be able to help familiarise your child with their new surroundings and take part in a typical session. We will also take the time to come and visit your child at home to build strong relationships with both your child and the wider family. During this visit you will be able to talk to staff about your children's likes and dislikes and ask any questions. It is very important to tell the staff about any medical issues your child might have so that they can prepare for your child's arrival. The Nursery staff will also visit your child at their current pre-school provider. Parents and carers will also be invited to attend a meeting at the school before your child joins the Nursery, where further information will be given out. There will be a further induction session in September where your child will come and have a play at Nursery independently before starting properly a few days later.

Before starting Reception, parents and carers will be invited to an information meeting. There will also be two transition opportunities for your child to visit the Reception Unit. You will be invited to stay with your child during one of these sessions, where staff will have an opportunity to talk to you about your child's likes and dislikes as well as their learning and development. It is very important to tell the staff about any medical issues your child might have so that they can prepare for your child's arrival. Meetings with the Special Educational Needs Co-ordinator (SENDCo) can also be arranged if appropriate. Staff will also visit your child in their current setting allowing your child to ask any questions they have. Staff will also ask to see your child's current learning journal so we can begin to plan for your child's learning and development whilst at Hadleigh Community Primary School.

Before transitioning into Year 1 the children will have the opportunity to spend time in their new classrooms and meet their new teachers. Staff also meet with your child's new teachers and Learning Assistants to provide them with a copy of your child's Foundation Stage Profile and discuss any relevant information, assessments and observations with them. Children who have specific needs may have more frequent visits to the Year 1 areas during the Summer term. Parents and carers are also provided with the opportunity to meet their child's new teacher in the term before your child move up to Year 1.

EQUAL OPPORTUNITIES AND INCLUSION

We value all of our children as individuals irrespective of their culture, gender, race, religion, home language, background, ability or disability. Our school policies promote equal opportunities, inclusion and racial equality, which permeates all aspects of our curriculum. We will work with you and other agencies to provide an appropriate curriculum for any child identified as having additional needs. When teachers identify specific needs, they will provide children with the appropriate support/interventions to help close the gap between themselves and their peers.

CHILDREN WITH MEDICAL NEEDS

Before children transition into our unit we will discuss specific medical needs with you and ensure that we are aware of and cater for medication and dietary needs. It is therefore vital that if your child develops a medical condition or their dietary requirements change, you inform us immediately. All staff hold a relevant



paediatric first aid qualification and for further information about our first aid procedures and administration of medication please see the relevant section on the school website.

INTIMATE CARE PROCEDURE

Please see Appendix 1 for the Hadleigh Hedgehog Nursery procedure and Appendix 2 from the Reception Intimate Procedure.

In Reception although we expect your child to be toilet trained we understand that sometimes accidents happen. Any particular medically identified need linked to toileting will be dealt with sensitively and appropriately and we will work with parents/carers to ensure that each child can access the curriculum. Parents will only be contacted in extreme cases where soiling is severe and/or linked to illness, e.g. sickness and diarrhoea, or when a child refuses to let a member of staff help change their clothing. It is helpful to provide your child with a spare pair of underwear and if appropriate, in Nursery, a complete change of clothing.

LEADERSHIP AND MANAGEMENT

The EYFS leader is responsible for

- Understanding the statutory requirements of the EYFS framework and ensuring that they are implemented within the setting.
- Preparing in consultation with the EYFS staff, policy and planning documents
- Conducting observations both in the background and whilst participating with the children.
- Overseeing the delivery of the Baseline Assessment and the reporting of the Foundation Stage Profile
- Overseeing Pupil progress meetings and compiling reports for the Senior Leadership team and other stakeholders
- Collating and sharing information gathered from other relevant stakeholders.
- Overseeing the transition arrangements between Nursery and Reception and Reception and Year 1.
- Participating in both internal and external moderation
- Exchanging information with parents through meetings, informal chats and online material.

BUILDING RELATIONSHIPS

We strive to create, maintain and develop partnerships with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's learning journey. We aim to keep you informed about the life of the school and your child's progress. We do this through:

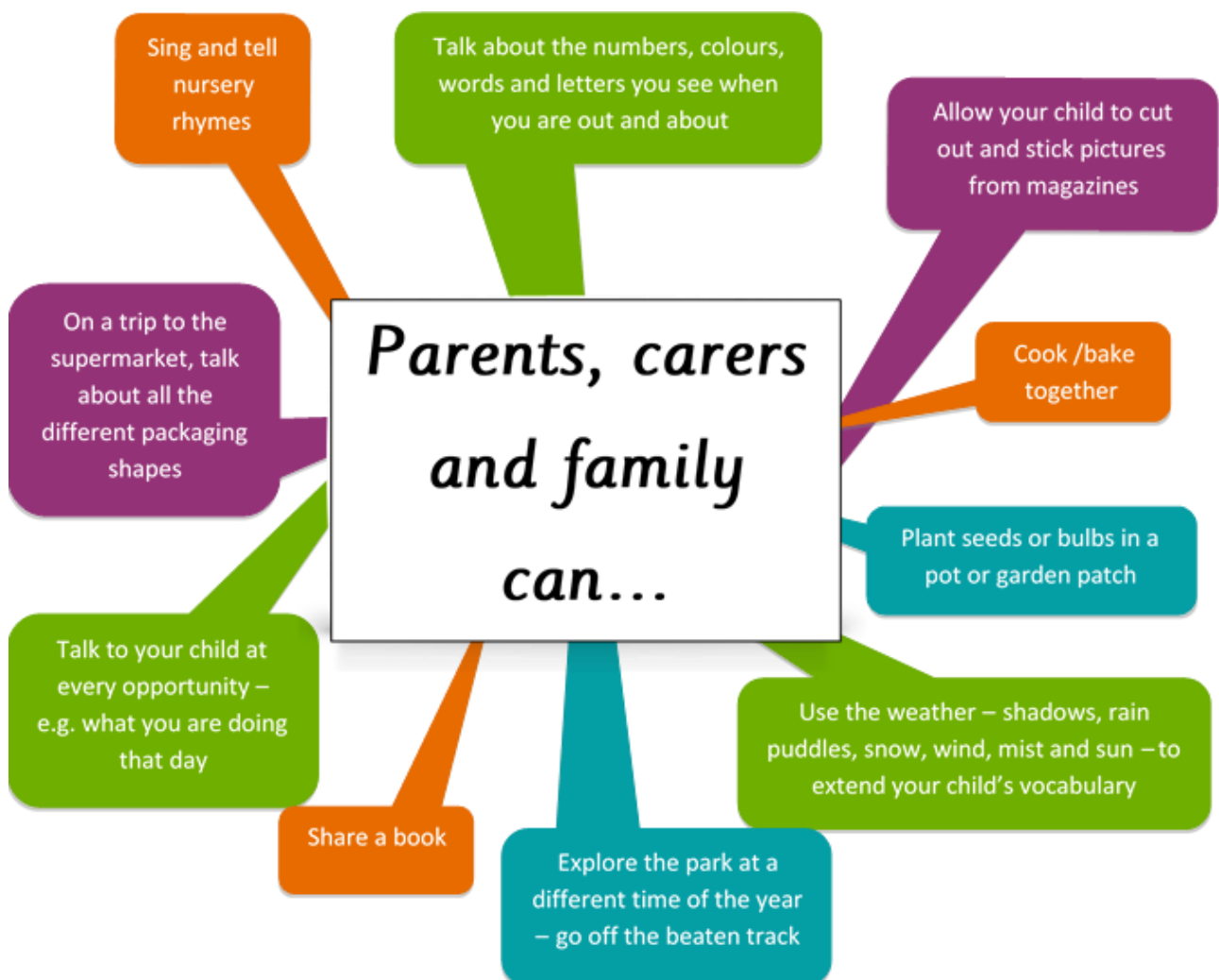
- Information booklets sent out before your child joins our unit
- Parents meetings both before and after joining the different settings
- Termly Newsletters and also in Reception a learning poster
- An open door drop off and pick up.
- Communication books in Reception
- Parents' Evenings and an end of term report
- The Induction processes
- Tapestry
- The use of WOW leaves and PLODs
- Stay and Play sessions, (Nursery) and Share sessions (Reception)
- Weekly emails from Reception informing you of upcoming events and setting learning challenges.

- In Reception the children are also given sound books, sound cards, tricky word cards and guided reading books to share at home.

AS A FAMILY, HOW CAN WE HELP WITH OUR CHILD'S LEARNING?

In Reception you can help your child by:

- Working through their sound cards and sound books.
- Listening to your child read.
- Encouraging your child to complete the weekly learning challenges and then sharing their successes on Tapestry.
- Practising your child's tricky words and high frequency words.
- Promote your child's love for reading by sharing their Reception library books with them and encouraging them to participate in The Reception Greatest Reads challenge.
- Taking your child to the library.
- Encouraging your child to be independent. Ensure that they can dress and undress themselves and that they can do up their zips and manage buttons.
- Support the teacher in focusing upon and practising any specific areas of development, such as writing their name independently.
- Encouraging your child to speak in full formed sentences, not one-word answers. Then encouraging your child to explain their ideas and opinions.





IN NURSERY

All the fun activities that you do with your child at home are important in supporting their learning and development and have a really long-lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a young learner.

Being physical and active whilst out and about and encouraging your child to climb, balance, crawl and weave in and out of play equipment helps develop a positive can-do attitude as well as developing their core strength, co-ordination and sense of balance. Helping peg out washing, using sticks to draw in mud and exploring scissors to cut playdough are all ways to help develop fine motor skills.

Talking and sharing books with your child will not only help foster a love of reading but also help to develop their communication skills. Encouraging your child to form their thoughts into sentences instead of one-word answers will help them to express themselves effectively from an early age.

GOING FORWARD

In September 2021 a new EYFS framework and accompanying documentation will be introduced. There will also be a requirement for all Reception children to complete a National baseline. Information about these changes will be shared with parents during the transition meetings in the Summer term of 2021.



APPENDIX 1

Hadleigh Hedgehogs Nursery (Part of Hadleigh Community Primary School)

INTIMATE CARE PROCEDURE

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

Within the toilet area there is room to change nappies and we exercise good hygiene practices in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures:

- Key persons are aware of the young children in their care who are in nappies or 'pull-ups' and those children who have occasional accidents.
- Young children should wear 'pull-ups' or other types of training pants as soon as they are comfortable to do so.
- The relevant equipment is at hand before starting the changing procedure.
- We use the largest toilet for changing and ensure the door is always left open, whilst ensuring as much privacy as possible.
- Our staff put on gloves and new gloves are used each time a new child is changed.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies.
- We are gentle when changing; we avoid pulling faces and making negative comments about nappy contents.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet.
- If the potty is used staff ensure it is emptied and cleaned as soon as possible.
- We encourage children to wash their hands, and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Children access the toilet when they have the need to and are encouraged to be independent.
- We dispose of nappies and pull ups hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for parents to take home.
- If bruising, marks or anything else unexplained is observed a report will be sent to the School Designated Safeguarding Lead.
- Parents/carers will be informed.



APPENDIX 2

Intimate Care Procedure for Reception:

- All Reception staff will record who, and when they changed a child in the Changing Log.
- Change the child's clothing as appropriate, as soon as possible
- Use appropriate cleaning products and adhere to health and safety procedures (see Appendix 3)
- If bruising, marks or anything else unexplained is observed a report will be sent to the School Designated Safeguarding Lead
- Inform parent/carer that a continence issue has arisen during the session
- We will provide children with wipes and we will encourage and direct your child to help clean them up in the event of a soiling accident. However, we will not physically wipe their bottoms.
- Immediate contact with a parent/carer will only occur where soiling is severe and/or linked to illness e.g. sickness and diarrhoea, or when a child refuses to let a member of staff help change their clothing.



APPENDIX 3

Health and Safety Procedure:

- When dealing with personal care and continence issues, staff will follow agreed health and safety procedures:
- Staff to wear disposable gloves and aprons.
- Used and soiled products will be double wrapped and placed in an appropriate bin.
- Changing area to be cleaned after use.
- Hot water and liquid soap available to wash hands as soon as the task is completed
- Paper towels available for drying hands.