



Early Years Foundation Stage (EYFS) Policy (2017-2018)

Rationale

The period from birth to five is one of rapid growth and development (DES)

Early childhood education provides the essential foundation for all future learning. We, therefore, need to provide a socially and emotionally secure environment, with a less formal atmosphere, in which the boys are able to learn successfully and play purposefully. We also need to provide an environment in which they are able to develop their language and mathematical skills and to explore and experiment.

Children learn when:

- They feel secure, valued and confident
- They find learning to be a pleasurable and rewarding experience
- They are supported in school and at home
- They are interested and positive
- Their physical, intellectual, social and emotional abilities are taken into account
- They are encouraged to think about their learning and to develop independence
- They are provided with first-hand experience and appropriate adult intervention
- They are encouraged to use play and talk as media for learning
- Their progress is assessed and recorded and used to inform future planning

Aims

We aim to provide a curriculum that should underpin all future learning by supporting, fostering, promoting and developing children.

APS aims to provide a secure, stimulating and positive learning environment where children can:

- Develop intellectually, socially and emotionally
- Develop curiosity in the world around them
- Develop a good moral judgement
- Develop good communication skills
- Become independent learners and creative thinkers
- Become happy and confident learners, with high self-esteem

The Staff in the Early Years Unit at APS aims to achieve these objectives by:

- Ensuring that each child is equally valued and reaches their full potential
- Providing a safe, stimulating environment, both indoors and outdoors
- Planning for and delivering a broad, balanced curriculum
- Recognising and recording individual children's progress and achievements
- Establishing a positive, on-going partnership with parents and families, acknowledging the vital role they play in their child's education

APS – A Positive Start!

Entitlement

All boys are entitled to access the EYFS Curriculum at a level that is appropriate to their needs arising from ability, special educational needs and race.

Equal Opportunities

We aim to create a climate of general awareness of racial, cultural, social and religious differences within the school. Provision is made to ensure that all children, regardless of race, creed, culture or special need have equal access to the curriculum. This will include actively promoting access to areas that can become gender biased (e.g. home corner area). We aim to deal with intolerance by creating positive attitudes where negative ones exist.

Boys for whom English is an additional language (EAL) will generally be supported within the context of the normal classroom activities. Strategies for support include pairing them with other children, providing appropriate language games and activities, or asking parents to support their child in the classroom on specific occasions. Young children generally acquire additional languages with ease; however, if a boy is experiencing particular difficulties, specific strategies will be developed in consultation with the SEN department.

Early identification of special needs can minimise difficulties in later schooling. In the Early Years Units, teachers will closely monitor the progress of boys with special needs and work with the SEN Teachers and SEN Co-ordinator to devise a suitable Action Plan in order to support him.

Please see the SEN Policy and the G&T Policy for further details.

Organisation

The Early Years Foundation Stage Phase is organised into three age groups, located at our EYFS site, "Bank Place".

Our Nursery (N) is staffed by Level 3 qualified nursery practitioners and supported by additional Level 1 & 2 staff; it offers part-time (8am-1pm or 1pm-6pm) or full-time provision (8am-6pm), although there is flexibility within these timings (e.g. 9-4pm etc). The Nursery is open for 48 weeks of the year, for a maximum of 16 two or three year old boys.

Our Pre-School (PS) is staffed by a qualified teacher, two full-time Level 3 teaching assistants and a classroom assistant; it offers full-time provision for a maximum of 30 three and four year old boys (9.00am-3.15pm), although some children attend only part-time (9.00am-1.00pm)*.

There are two Reception Classes (RH & RM). Each class has its own qualified class teacher and a Level 3 (or above) teaching assistant. Each class offers full-time provision for a maximum of 20 four and five year old children, who arrive at school from 8.45am*. Registration is at 8.55am and the children are dismissed at 3.15pm.

A cooked lunch is provided for all children and snacks are provided for all of the Nursery, Pre-School and Reception children (morning and afternoon snacks). The Nursery also has "High Tea" as appropriate.

*(We offer "Before School Care" from 8.00am for Pre-School and Reception; an 8.30am provision is also available if required, for early drop-off. We also offer "After School Care" from 3.15 until either 4.30pm or 6pm. Both Clubs take place at the Bank Place site).

Admissions Procedures

Boys are accepted in to Nursery after the age of two.

Boys are accepted in to Pre-School at the beginning of the academic year in which they turn four.

Boys are admitted in to Reception at the start of the academic year in which they turn five.

In Nursery, boys attend as requested by the Parents, using the registration and booking forms.

In Pre-School, boys are encouraged to attend every day (mornings only until 1.00pm or full-time until 3.15pm). In the Reception year, all boys start school together in September, with full-time attendance obligatory from the start.

Starting School

All boys who are due to start either in the Nursery, Pre-School or the Reception Classes are invited in for a "taster session" to meet with their new Class Teacher, Teaching Assistants, Nursery Practitioners and other members of the Class. There is also an informal meeting for all new Early Years' Parents, where they are provided with any relevant information concerning the curriculum, the school day, uniform and so on. Most children are happy to be starting Nursery or School but we advise that a parent is available for the first few days, particularly for drop-off and pick-up, until the child is content and settled.

Nursery and Pre-School Parents are encouraged to bring their son in to his new classroom, in order to settle him before they leave.

In Reception, we aim to invite both the boy and their parent(s) into school on the first day of the new school year, but ask that the boy leave the parent(s) in the meeting room or playground, rather than all parents entering the classroom. This is so that the child is making the decision to leave, rather than the parent leaving the child. It also means that the classroom is a calm and relaxed environment; one in which the boy will associate with a happy first day at school.

Curriculum

The Early Years curriculum is based on the "Development Matters" document and the Early Learning Goals [ELGs].

The period from birth to five is described as the Early Years Foundation Stage. It is a distinct stage and important both in its own right and in preparing children for later schooling. The Early Learning Goals set out what is expected for most children by the end of the foundation stage.

- There are three "Prime Areas of Learning" and four "Specific Areas of Learning" (as of September 2012).
- Prime areas are essential foundations for children's life, learning and success. Prime areas of learning are applied in the specific areas. We can enhance the prime areas, but we teach the specific areas.

| <i>Prime</i> | <i>Specific</i> |
|---|---|
| <ul style="list-style-type: none"> • <i>Are time-sensitive. If not securely in place by the age of 5, they will be more difficult to acquire and their absence may hold the child back in other areas of learning.</i> | <ul style="list-style-type: none"> • <i>Are less time-sensitive. Specific areas of learning reflect cultural knowledge and accumulated understanding. It is possible to acquire these bodies of knowledge at various stages of life.</i> |
| <ul style="list-style-type: none"> • <i>Are characterized by their universality. They occur in all socio-cultural contexts.</i> | <ul style="list-style-type: none"> • <i>Are skills and knowledge which are specific to priorities within socio-cultural contexts.</i> |
| <ul style="list-style-type: none"> • <i>Are not dependent on the specific areas of learning, although the specific areas of learning provide the context for their development.</i> | <ul style="list-style-type: none"> • <i>Are dependent on learning in the prime areas – the specific learning cannot easily take place without the prime.</i> |

| Prime Area | Aspect |
|---|--|
| <i>Personal, Social and Emotional Development</i> | <ul style="list-style-type: none"> • <i>Self Confidence and Self Awareness</i> • <i>Managing Feelings and Behaviour</i> • <i>Making Relationships</i> |
| <i>Physical Development</i> | <ul style="list-style-type: none"> • <i>Moving and Handling</i> • <i>Health and Self Care</i> |
| <i>Communication and Language</i> | <ul style="list-style-type: none"> • <i>Listening and Attention</i> • <i>Understanding</i> • <i>Speaking</i> |

| Specific Area | Aspect |
|--------------------------------|--|
| <i>Literacy</i> | <ul style="list-style-type: none"> • <i>Reading</i> • <i>Writing</i> |
| <i>Mathematics</i> | <ul style="list-style-type: none"> • <i>Numbers (including Calculations)</i> • <i>Shape, Space and Measures</i> |
| <i>Understanding the World</i> | <ul style="list-style-type: none"> • <i>People and Communities (culture, history)</i> • <i>The World (Geography, Science)</i> • <i>Technology (ICT)</i> |
| <i>Expressive Arts</i> | <ul style="list-style-type: none"> • <i>Exploring and using materials and media</i> • <i>Being Imaginative (Music, drama, role play)</i> |

Early Years' Profile

The EYFSP (Early Years' Foundation Stage Profile) is split in to the Prime areas, the Specific areas and the Learning Characteristics of the child.

For the Prime and Specific areas, at the end of Reception, we assess whether the child is at an emerging level, at the expected level or whether they have exceeded the ELGs (Early Learning Goals). We will also comment on three types of learning characteristics.

A copy of the Profile will be given to Parents and also to Year 1 staff (see Transition).

Children will begin to follow the KS1 curriculum at the beginning of Year 1, and the ELGs, which are organised into 3 prime and 4 specific areas of learning, feed naturally into this curriculum (see table below for details).

Some children may exceed the ELGs before the end of the Reception year; their work will be differentiated accordingly.

| Early Learning Goals' Area of Learning | KS1 Curriculum Subjects |
|---|--|
| <i>Prime: Personal, Social and Emotional</i> | RE, PSHE, Citizenship |
| <i>Prime: Communication & Language</i> | English |
| <i>Prime: Physical Development</i> | PE, Science, PSHE |
| <i>Specific: Literacy</i> | English |
| <i>Specific: Mathematics</i> | Maths |
| <i>Specific: Understanding the World</i> | Science, Geography, History, RE, DT, ICT |
| <i>Specific: Expressive Arts & Design</i> | Art, Music, Literacy |

Planning

The Early Years Phase employs a thematic approach to learning and, while discrete subject areas are planned, especially Literacy and Mathematics, children are offered relevant, holistic experiences using a variety of approaches, helping them to transfer and extend their understanding.

The schemes of work for each area of learning are organised into half-termly cross-curricular topics. Teachers use these as a basis for medium and short-term planning.

Weekly plans are based on an evaluation of the previous week's work and include objectives for each area of learning. Daily plans include any changes to the published lesson plans; details of further differentiation; extension activities; resources (including Teaching Assistants); changes to the timetable; group time and so on.

Wherever possible, children's learning is supported by visits in the local environment and by inviting relevant visitors into school.

Boys in the Pre-School and Reception Classes are fortunate to have specialist teachers for Music, French, Yoga and Drama, with Reception also having specialist teachers for PE and Art. The specialist teachers complete planning for these areas of learning, although these are shared with the Class Teacher. Topic areas are also discussed to encourage cross-curricular links.

The Learning Environment

The Early Years' Classrooms and the outdoor areas (including Bell Field) are the boys' learning environments and should therefore be designed to maximise learning opportunities and reflect children's needs.

Our aim is to provide a positive, stimulating, safe and well-planned environment.

The learning environments look attractive and welcoming to all; they include:

- A book corner
- A mark making or writing area
- A maths area
- A construction area (large/small)
- A small world area
- A carpet area
- An imaginative role play area
- An art and design area
- An investigative area
- Technology Provision
- Display areas
- Sand and Water areas
- Areas in which gross motor skills are developed

Assessment and Record Keeping

The "EYFS Progress Check at age 2" is completed during the Nursery year and shared with the boy's Parents.

A baseline assessment is completed during the first half-term of both Pre-School and Reception (ASPECTS/PIPS/CEM), and a similar assessment occurs at the end of the year to track the children's progress in reading, phonics and maths. The EYFS Profile is also used as a means of tracking progress across all the different areas of learning.

Reception children are also assessed using the Read Write Inc scheme on a termly basis. Additional reading assessments are used, as appropriate.

Children's progress is monitored and recorded on a daily basis through **observation** and by gathering **evidence** in all areas of learning.

For Pre-School and Reception, specific observations occur at the end of each half-term, to assess the children's progress in phonics/blending/reading; and in maths (reading, writing, ordering and counting to 10, then 20/100 or beyond; shapes; problem solving and so on). Please refer to Assessment Summary for full details.

This information is used to inform future planning (including setting, as appropriate) and identify areas for focus.

In Nursery, Pre-School and Reception, evidence is collected to support the Early Years Foundation Stage Profile (EYFSP) and to assess the children's progress in relation to the Early Learning Goals (using the "Development Matters in the EYFS" document).

The "Gateway" electronic system is used in Pre-School and Reception, in order to collect information, photographs etc. The EYFS Tracking system is updated each term and used as the basis for the children's end of year reports. The "Gateway" evidence and the EYFSPs are available for Parents to look at throughout the year. Children's work collected throughout their time in Pre-School and/or Reception also serves as a record of progress.

[EYFS Profile Data is shared with, and moderated by, Trafford LEA]

Home-School Links

We recognise the importance of parents as their child's first educator and as active partners in their son's continuing education. Regular communication is encouraged and parents are invited to discuss their son's progress with Early Years staff at any time (appointments can be made to discuss issues or concerns in more detail).

Workshops are also held during the year to inform and support parents, so that they are more able to assist their son effectively with his phonics work, reading, writing and Maths at Home activities.

Parents are encouraged to come into school to share in our "Bring an adult" activity days (for example, Art Mornings, Christmas Decorating Day, Book Making Day, Mother's Day, Father's Day and so on). They are also encouraged to support educational visits and any specialist knowledge or expertise that parents can offer is welcomed and actively sought by staff (for example, knowledge of a particular religion, a profession which links with a topic). Volunteer help is always appreciated, for example, with artwork, cooking or ICT.

We also provide opportunities for Parents to come in for an informal chat, ask questions, share their thoughts or simply have a guided tour of the classroom by their son. This allows the parents to celebrate their son's work and to look at displays.

We send home weekly Communication Books in Nursery and PSED Books in PS and Reception, as well as "Scrapbook" entries on the School Website for Nursery, Pre-School and Reception. Once a term, the school produces "La Press Scholaire", our on-line newsletter for EYFS, KS1 & KS2.

Please also see the "Home-School Partnership" document, which acknowledges the importance of a positive relationship between children, parents and teachers.

Reporting to Parents

Nursery staff feed-back on a daily basis to Parents, to discuss pastoral issues and also learning experiences. Nursery staff also compile a "Learning Journey" book for each boy, which is given to the family at the end of the year. Parents are invited in to visit the Nursery staff in a slightly more formal capacity at the end of the summer term, in preparation for the move in to Pre-School.

A brief Report is completed by the Nursery Staff, which is given to Parents and Pre-School staff.

All Nursery, Pre-School and Reception parents are invited to an Open Parents Meeting either before their son starts school or at the start of the first term, to discuss general issues. At the beginning of the year a Questionnaire is also completed by each boy's parent(s), which details any issues or concerns the parents may have. The first Parent-Teacher consultation occurs during the autumn term.

An Early Years Presentation is shown during the year that allows parents to look at photographs of their child at school, providing an insight in the boys' daily lives.

Interim Reports are sent home in the spring term, in order to set targets for the second half of the academic year; and then, during the summer term, parents are invited to meet with the Class Teacher again, to discuss progress made and to celebrate the boys' achievements.

The Early Years Foundation Stage Profile is used as the basis for the written, end of term report; the Report is sent home to the parents, whilst school, for future reference, retains a copy.

Transition

Nursery, Pre-School and Reception boys are all given the opportunity to meet their new teacher and to visit their new classroom before the start of the new academic year.

The Early Years' Team regularly communicate informally, and formally (Communications and Transition Meetings), so that the transitions between Nursery and Pre-School, and Pre-School and Reception, are as smooth as possible.

The Early Years' Unit also maintains close links with KS1 (Infants), thereby smoothing the transition from Reception into Year 1 (Bank Place site to Highbury site). Reception and Year 1 teachers meet, formally and informally, in order to pass on information regarding children, and ensure curricular continuity by regularly sharing expectations and work covered. [Please also see Transition Policy for further details.]

A copy of the end of term report is handed on to the boy's next teacher, as is a summary of the Foundation Stage Profile (which shows Reception target areas for completion before KS1 Curriculum Learning Objectives can be applied). Relevant assessments and samples of work are also organised and handed on to the boy's next teacher (see Teacher's Information File). The Reception & Year 1 teachers also meet to discuss and analyse PIPS data, in order to review progress made in Reception.

Any new boys entering our school, at the start of the school year or during it, are also given opportunity to meet with their new Class Teacher and class; reports will be sent through from previous settings and conversations between professionals occur as required.

Health and Safety

There are a number of Health and Safety issues specific to the Early Years Unit, for all other issues, please see the APS Health and Safety Policy.

- Boys are to be brought into school and collected by a known adult. In the event that the child's parents are unable to collect their son, a note, e-mail or phone call must be received by the Class Teacher, providing permission to send the boy home with another person. We also operate a password system in Nursery, Pre-School and Reception to ensure the boys' safety.
- When a whole-class of boys is moving around the school they will be supervised by two adults, especially walking up/down the stairs.
- On educational visits, the minimum adult: child ratio is 1:4 (N), 1:5 (PS) & 1:6 (Rec)
- Resources and equipment are regularly checked and maintained for safety; risk assessments are carried out on play equipment, classrooms and the EYFS building.
- When playing outside in the summer, care is taken with regards to sun exposure. Parents are asked to support us by providing sunscreen and hats as required.
- Whilst the trained First Aider normally administers First Aid, there may be occasions when assistance is required within the Early Years Unit. Staff are directed that plastic gloves are to be worn when handling bodily waste (blood, urine, faeces) and gloves and other soiled items must be disposed of in a sealed plastic bag. Parents are informed of any first aid or other assistance administered to their child. Staff are trained in Paediatric First Aid. Please see the First Aid Policy.

- Fire drills are carried out every half-term (please see pro-forma).
- Please also see the Intimate Care Policy.

Partnerships within school (EY, KS1, KS2)

- Links between N, PS and YR (Theatre trip, Christmas party, Assemblies etc.)
- Links between Reception and KS1 (e.g. Remembrance Day Service; School Council Members: buddy system etc)
- Links between EYFS and KS2 (Whole-school assemblies and special events e.g. Harvest; Church Service at Christmas; Year 6 play; World Book Day – Year 6 readers etc).

Links with Local Nurseries and Organisations

By visiting a selection of local nurseries over the last few years, we have established good links with Oakfield, Broussa, Richmond House, Juice and Rainbow Day Nursery.

Invitations and information are sent to Nurseries regarding Open Days, Early Years' meetings, School Fairs and Christmas Performances, in order to encourage and involve.

In addition, the school Prospectus, including the DVD, is distributed direct to the Nurseries so that Parents have easy access to these resources, at a time when they are making decisions about their son's future schooling.

Early Years' Staff also attend meetings arranged by Trafford, which are attended by local state and independent schools and nurseries, in order to stay informed and to develop relationships further.

Related Policies

- Advanced & Able Policy
- Assessment Policy
- Behaviour Management Policy
- Child Protection & Staff Behaviour Policy
- Curriculum related Policies
- Disability, Inclusion SEN and Learning Support Policy (EYFS)
- EAL Policy
- Educational Visits Policy for EYFS
- Health & Safety related policies
- Homework Policy
- Intimate Care Policy
- Safeguarding Policies
- Transition Policy

This policy was compiled by **Sara Makepeace-Taylor**, in consultation with colleagues.

It will be monitored for its effectiveness by the Head Master on behalf of the Governors.

This policy is scheduled for review annually, or before if deemed necessary.

Date reviewed/updated: May 2017

Date to be reviewed: September 2018