



Hamsey Green  
Primary School

# Hamsey Green Primary School

## Early Years Foundation Stage Policy

**Reviewed by:** K. Jordan- Assistant Headteacher

**Review cycle:** Annual Statutory

**Next Review:** September 2019

## The four principles of the EYFS are:

1. Every child is a **unique child**, who is constantly learning and can be **resilient, capable, confident** and **self-assured**. We aim to develop all of these skills as well as our whole school values of being Aspirational, Collaborative, Optimistic, Resilient and Nurturing.
2. Children learn to be strong and independent through **positive relationships**. EYFS staff work hard to develop good relationships with both children and their families.
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers. We make use of classrooms, the EYFS "garden", our "Forest School" areas and the School's extensive grounds to provide rich, exciting learning opportunities for all children.
4. Children embrace **learning and development** in different ways and at different rates. Regular formal assessments along with ongoing observations are used to ensure that all children are being challenged in their learning and making good or better progress.

## At Hamsey Green we aim to:

- Provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to achieve his or her full potential.
- Value and treat each child as an individual, celebrating their different qualities and achievements and helping each child to develop and progress.
- Plan learning opportunities and teaching based on the knowledge that children all develop at different rates.
- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of each child, including those with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that fully prepares children for Key Stage 1 and beyond.
- Develop independence and self-confidence.
- Work closely with parents; valuing their contributions, sharing information about their child's progress and providing information about ways to support their child's learning.
- Ensure children are challenged, developing a love of learning and a confident and positive attitude to school.

## Early Years Foundation Stage framework

Our curriculum is comprised of seven Areas of Learning. There are three **Prime** areas:

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

In addition there are four **Specific** areas:

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

## Planning

When planning and guiding children's learning and activities, we refer to the "Characteristics of Effective Learning" (2013 EYFS Profile Handbook). These characteristics describe factors which play a role in a child's learning and which underpin all seven areas of learning and development.

They comprise of:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

The Reception team meet weekly to evaluate activities and share assessments and observations. This information is then used to plan the learning for the following week. Topics begin by assessing what children already know and asking what they would like to learn and discover.

## Assessment and Record Keeping

Ongoing assessment is essential and is carried out by all members of EY staff. In the children's first few weeks observations are carried out across all Areas of Learning as well as more formal assessments which then provide the necessary "baseline data" which is recorded and analysed by the end of September. Assessments and observations then continue throughout the year and are used to inform planning and record children's progress. Using the Early Years Foundation School Profile (2012) we track individual's progress on Target Tracker (as used by the rest of the school). Data is shared and analysed in regular Pupil Progress meetings with the Senior Leadership Team. Individual meetings are held in the autumn and spring terms to inform parents of progress, and then parents receive a full written report in the summer term.

## Admissions & Induction

### See School's Admissions Policy

In the summer term we visit/speak to the pre-schools gathering important information on each child. In addition we also receive written reports and information from most of the pre-school settings.

We run a "Getting Ready for School" induction in the summer term, where children are invited to participate in the 4 week programme. The children visit one afternoon each week, when they collect a "pack" which contains a variety of activities including a game, story, nursery rhyme sheet, cutting and sticking activity etc. When the children come to change their pack, they are invited to stay for a story/rhyme session, (run by the EY leader) and parents also have the opportunity to ask questions and meet other parents. In July, the children are also invited to spend two sessions in their new classes. We run an evening meeting for parents with information about what to expect and how to help to prepare their child for school.

We offer home visits in the first few weeks of school which are a valuable source of information for us, as well as an opportunity for parents and children to ask questions.

In September, we operate a staggered start, so that children can settle quickly and happily.

- During the first week, children will attend for three morning sessions, to enable them to get to know a small group of children, and to give staff time to spend with each individual child.
- During the second week, children will attend for every morning session until 12:00.
- During the third week, children will attend for every morning session, with lunch, until 1:00.
- From the fourth week and thereafter, children will attend for the full school day unless EYFS staff and parents agree that it is not in the best interests of an individual child. Arrangements for individuals would then be discussed on a case by case basis, to ensure that children happily settle as quickly as possible.

## Structure of the Day

After the initial settling in period, we aim to quickly instil a regular day-to-day routine so that children feel safe, secure and happy. Reading, writing and maths are given direct teaching time every day. Activities and play opportunities are closely planned to give children the time to practise and consolidate their skills. We provide a balance of whole class teaching, small group teaching, partner work and play. Snack and lunch times are also used as opportunities to develop Prime skills, working for example on speaking and listening, social and fine motor skills. When not working directly with an adult, children are encouraged to attempt a range of different adult and self-initiated activities, covering all aspects of the curriculum.

Registration- 8:50am  
Phonics -9.00am-9.25am  
Adult-led & Independent Learning activities -9:25am-10.30am  
Snacktime -10.30am-10:40am  
Story – 10:40-10:50  
Adult-led & Independent Learning activities -10.50am- 11.40am  
Story/Rhyme time- 11.40am-11:50am  
Lunch Time- 11.50am- 12.45pm  
Registration- 12:50pm  
Number 12.55pm – 1:15pm  
Adult-led & Independent Learning activities -1:15pm- 2:20pm  
Tidy-up Time 2.20pm -2:30pm  
Story Time/Assembly 2.30pm -2.45pm  
Home Time -2.50pm

## Home and School links

Positive relationships are vital to young children's success, and so we work hard to develop good relationships between the school and parents/families.

- We will provide an information meeting, early in the first term, giving an introduction to the Early Years Curriculum.
- We will hold one parent consultation in the first term to establish how a child is settling into the school environment, and then a second meeting in the spring term to discuss progress.
- We provide information about each half-term's topics, and display weekly information about some of the things we will be learning.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to offer support at home. As part of the Early Years Framework, we do require parental contributions to build up the picture of the whole child and their progress. Therefore we ask for information from home, which can be linked to topics in school or recorded on "Proud Clouds" sent home each term for parents to complete.

· At the end of each half term, we invite parents to come in to school for their child to show them the learning and displays.

## Behaviour

We follow the school's behaviour policy. We also follow the school's rules of "Kind words, Kind actions", discussing what this means.

Children are rewarded for kind and helpful behaviour and can earn "treasure" which is collected by the class and then exchanged for a class reward.

Children are regularly reminded of the rules and expectations. If necessary, they are given a "warning" about their behaviour, but if they choose to continue, their picture card is put on to the "sad cloud" and they may need to have "time out" to calm down.

## Inclusion

See School's Inclusion Policy

## Health & Safety and Safeguarding

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014) and our school Safeguarding Policy.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with Hamsey Green's Safeguarding Policy. Members of staff do, however, use school cameras to take photographs as evidence to support the regular observation assessment cycle in the EYFS, in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the Photographic Consent form included in their initial starter packs.

We take all accidents seriously and always log and phone home immediately if a child bangs his/her head. The child is also fitted with a wristband to inform parents. Details of other minor accidents/injuries and the first aid treatment administered are recorded.

We follow the Hamsey Green policy and procedures for child protection (see separate policy). Mrs Karen Jordan, Assistant Head & EYFS Lead is a Deputy Safeguarding Lead Officer based in EYFS and all concerns are discussed with her. We believe that safeguarding and promoting the welfare of children is everyone's responsibility. Every member of staff who comes into contact with children and their families has a role to play in safeguarding children. We will ensure that all children are safeguarded by actively encouraging members of staff to maintain a culture of vigilance and work together proactively with children and families who may need help. All our staff undergo

the required safeguarding training which is regularly updated, and all staff are confident with the procedures for reporting concerns. Volunteers and visitors are made aware of our policies and procedures and all of the necessary checks are carried out on any adults working with our children.

We have separate policies for medicine in school and off-site visits.

## Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent/guardian of that child and all parents/guardians will be asked to provide that permission when their child starts at Hamsey Green.