



Early Years Foundation Stage Policy

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Signed: Mr John Clarke (Chairman of the Board)

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1 Introduction

- 1.1 The Early Years Foundation Stage at Abercorn School extends from the age of two to the end of the Reception year.
- 1.2 The Early Years Foundation Stage is important in its own right, and in preparing children for later schooling. It is the Learning Outcomes in the EYFS curriculum that set out what is expected of most children by the end of the Early Years Foundation Stage.
- 1.3 Children joining our school may have already learnt a great deal at home. The early-years education we offer our children is based on the following principles:
- it builds on what our children already know and can do;
 - it ensures that no child is excluded or disadvantaged;
 - it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
 - It provides a rich and stimulating environment.

2 Teaching, learning and provision

- 2.1 The features of effective teaching and learning in our school are defined in our policy on teaching and learning. This policy also ensures the safeguarding of children and promotes their welfare alongside their academic education. The application of the Teaching and Learning/ Curriculum Policy applies in the Early Years Foundation Stage just as much as in Key Stage 1 or 2.
- 2.2 The more general features of good practice in our school that relate to the Early Years Foundation Stage are:
- the partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
 - the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
 - the key person who is allocated to each child at the start of the school year and who spends a great deal of time getting to know them and their individual strengths and weaknesses and helping to set their individual and personal targets on a week by week basis.
 - the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
 - the carefully planned curriculum that helps children achieve the objectives as stated in the EYFS;
 - the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
 - routines are established so that children begin to anticipate and feel confident to take the next step. Pictorial timetables give children the security to know and understand their routines;

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- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management through child initiated play;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the promotion of good health, including oral health. This includes visits from the nutritionist and school doctor.
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents via the online learning platform, Tapestry;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working in the Early Years Foundation Stage.

3 Safeguarding, Welfare and Child Protection

- 3.1 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 in high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.
- 3.2 The Designated Safeguarding Lead (DSL) is Christopher Hammond and Rebecca Stewart for the EYFS. The DSL is responsible for liaison with local statutory children's services agencies, and with the LSP. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The DSL must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.
- 3.3 The Safeguarding and Child Protection Policy and Procedures applies to the whole school including the EYFS and can be read [here](#). This is also the case for the Online Safety Policy.

4 Play in the Early Years Foundation Stage

- 4.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build upon their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They can express any fears or concerns they may have, in controlled and safe situations.

5 Inclusion in the Early Years Foundation Stage

- 5.1 We believe that all our children matter and that every child is unique. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion).

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5.2 In the Early Years Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children. Some children progress beyond the age related Learning Outcomes suggested in the non statutory documents Development Matters (2021) and Birth to 5 matters EYFS curriculum and these children are planned for accordingly. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more and less able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

5.3 We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress regularly including Pupil Progress meetings, weekly planning discussions and data moderation meetings, and providing support, as necessary.

If additional support is needed an Individual Education Plan is drawn up between the SENDCO (Special Educational Needs and/ or Disabilities Co-ordinator), Class Teacher and parents. Depending on children's needs we can offer a variety of support or give advice on seeking support outside of school. The SENCO offers small group and 1:1 support in and out of the classroom depending on the individual need.

For children who are acquiring English as an additional language (EAL), the EAL Teacher offers additional support in small group contexts according to the child's level of English. The class teacher and TA's plan for and deliver daily support in addition to the EAL Teacher.

6 The Early Years Foundation Stage curriculum

6.1 Our curriculum for the Early Years Foundation Stage reflects the areas of learning identified in the EYFS curriculum.

The Prime Areas of Development are fundamental for children's development and are key for all stages in the Early Years;

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

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The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these areas are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

The Prime Areas are the foundations to support the 4 specific areas;

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

6.2 The EYFS Learning Outcomes, suggested in Development Matters (2021) and Birth To 5 Matters, provide the basis for planning throughout the Early Years Foundation Stage. Our medium-term planning is completed at the beginning of every term in collaboration with all practitioners in the year group. It is seen as a working document and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals.

6.3 The Characteristics of Effective Learning in the prime and specific areas of learning and development are interconnected. The way in which the child engages with other people and their environment- playing and exploring, active learning, and creating and critically thinking – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

7 Assessment

7.1 At the end of the Reception year it is a statutory requirement that practitioners assess children against the 17 Early Learning Goals to ascertain whether children are emerging, expected or exceeding the Early Learning Goal.

This information will be fed back to parents. The information is also used to plan and inform teachers in Year 1/future schools.

Formative and summative assessments made across all years of the EYFS are used to support children's achievements within the Early Learning Goals. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage is mainly in the form of observation, and this involves all practitioners, carers and outside agencies involved with the individual.

Every child has an online 'Learning Journal'. The teacher/key person alongside the practitioners in the class and the child use these to record and reflect on their learning.

All people in the child's life are encouraged to contribute to the Learning Journal/Profile. At Abercorn School we believe in a holistic picture of the child and therefore actively encourage the contribution from all important people in the child's life.

This information supports assessment and planning for the individual needs.

7.2 As an independent school, the School is not required to complete the Reception Baseline Assessment (RBA) - see [Statutory framework for the early years foundation stage 2023 Annex B](#). However, during the first six weeks of a child's start at school, the teacher assesses the ability of each child, using the EYFS Learning Outcomes. This is taken from on-going assessments and observations from everyday practice. These assessments allow

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us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

- 7.3 The 2 year old progress checks are a statutory requirement and offer staff, professionals and parents a clear picture of individual children's stage of development. This shared knowledge and understanding benefits all concerned but most importantly, the child. Parent's views and contributions are taken into account and added to the progress check. The progress check is taken from on-going assessment and observations from everyday practice.
- 7.4 In compliance with Early Years regulations, parents may have access to developmental records about their child e.g. Early Years Foundation Stage Profile, etc.
- 7.5 Communication and information about a child's learning and progress is shared regularly through Tapestry online learning platform by the class teacher. All parents attend a Tapestry meeting shortly after entering the school and sign a Tapestry confidentiality agreement. Parents are encouraged to share information such as key learning and developmental milestones with teachers through the same system. Termly parent meetings and twice yearly reports are provided to ensure a strong home/ school communication link

8 The role of parents

- 8.1 We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating the children. We do this through:
 - talking to parents about their child as their child starts in our school;
 - opportunities given to the children to spend time with their teacher before starting school;
 - inviting all parents to an induction meeting during the term before their child starts school;
 - offering parents regular opportunities to talk about their child's progress;
 - encouraging parents to talk to the child's teacher if there are any concerns;
 - giving parents access to Tapestry online learning journals to be able to share 'Learning Moments' with teachers;
 - having flexible admission arrangements, and allowing time to discuss each child's circumstances;
 - encouraging parents to stay if there are problems with the child's admission;
 - offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
 - Providing various activities that involve parents, i.e. regular communication with home through bulletins, Tapestry and Google Classroom, and inviting parents to curriculum evenings, in order to discuss the kind of work that the children are undertaking.
- 8.2 After the first six weeks in the Nursery the parents and Nursery teacher meet to complete an Entry Profile/ 2 year progress which contains information on how the child has settled

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into the school environment, their behaviour, their interests and their likes and dislikes both at home and school.

- 8.3 A formal meeting for parents each term (unless a term is particularly short) is organised, at which the parents discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of the Autumn Term and Summer Term.

9 Role of the Key Person

- 9.1 When children begin in the Nursery they are assigned a Key Person. Parents will be made aware of this Key Person and their role in the setting.

In Pre-Reception and Reception the Key Person will be the Class Teacher, but parents will be informed and made aware of all the practitioners in the class.

A key person is a named member of staff with responsibilities for a small group of children who helps the children in the group to feel safe and cared for. The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. It involves the key person responding sensitively to children's feelings and behaviours and meeting their emotional needs by giving reassurance, such as when they are new to a setting or class, and supporting the child's well-being. The key person supports physical needs too, helping with issues such as toileting and dressing. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers. The Key Person will seek to engage and support parents and/or carers in guiding their child's development at home. In addition, this person will support parents and/or carers in more specialist support if appropriate.

10 Food and Drink

- 10.1 Alongside the kitchen schemes we promote a 'healthy attitude' at school.

In Pre-Reception and Reception (and full time Nursery) children are provided with a hot lunch daily in a designated dining area. Members of SEYFS staff are on duty with the children during lunchtime.

A vegetarian option is available on parental request. If a child has a severe allergy or health issue this is required to be disclosed within the returned forms from the Welcome Pack. Parents can contact the School Office and a meeting will be arranged with the Head of Early Years and Head Chef to address these needs.

All of the meat is halal.

Cucumber and carrots are available for the children daily alongside cooked vegetables.

A dessert and a selection of fresh fruit are made available to children.

- 10.2 In every class in the Early Years, parents are required to provide a snack of fruit or vegetables and a drink of water, in line with our commitment to being a healthy person.

Water is always available at school and will be provided and offered to children.

11 Resources

- 11.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as this encourages independent learning and helps build their confidence.

12 Missing child policy and Late Collection of Children Policy

- 12.1 The policy includes the procedure to be followed in the event of a child going missing at, or away from the setting.
- 12.2 In the event of a parent/carer failing to collect the child at an appointed time, please see the Late Collection of Children Policy that applies.

13 Dismissal Procedure at Abercorn Place

Times of dismissal

Nursery AM – 11.45am

Pre-Reception classes – 3.00pm

Reception classes – 3.10pm

Nursery full time and PM – 3.30pm

The teacher is responsible for the dismissal of the children. The TA is responsible for the supervision of the children during this time. In the event of the absence of the teacher, the class TA should assume the teacher's responsibility and the supporting/cover person should assume the role of the TA.

Children should be taken to the two ground floor classrooms and will be dismissed one child at a time from there. The children should be aware that dismissal is a quiet time. Children attending clubs should be at the front of the line and handed over to the club room supervisor in the JOC room before the rest of the class are dismissed. The teacher should be located either at the front door or in the porch and not at the classroom doors. TAs should be positioned at the classroom door so that they can see the children and hear the teacher.

The teacher should identify a parent/carer and ask the TA to send that child to them. The teacher should then hand the child to the parent/carer safely ensuring that the parent is aware that the child has been dismissed. It is vital that the teacher sees the parent and child connect at this point.

This should continue with each child being dismissed one by one until all of the waiting parents/carers have been identified and their children dismissed to them. Any remaining children will then be signed into the late room and taken to the dining room.

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Information on changes to pick-ups received by the office will be on the noticeboard inside the front door. If any member of staff is unsure or doesn't recognise an adult during dismissal time, the office should be alerted and office staff will contact the parent. The child will not be dismissed until the office has received confirmation from the parents.

14 Staffing in EYFS

Head of Early Years – Rebecca Stewart (Deputy DSL & DSL for EYFS)

Early Years Foundation Stage Co-ordinator – Michelle Molloy (Named Deputy – Will take on the role and responsibility in the event of the HoEY absence).

Reception

Reception – Gruffalo Class – Shaun Mahon and Anila Qureshi (Paediatric First Aid)

Reception – Mouse Class - Jessica Patel and Sara Springett (Paediatric First Aid)

Pre-Reception

Pre-Reception – Giraffe Class – Melissa Andrews, Vanya Katzarska (Paediatric First Aid) and Hollie Goodwin

Nursery

Duckling Class – Michelle Molloy (EYFS Coordinator and First Aid at Work), Katarina Klimkova (Paediatric First Aid) Debbie Brothers and Kasia Les

EYFS Support TA – Katheryn Sareen (Paediatric First Aid, First Aid at Work and Head of Lower School TAs) and Joan Rowe (Paediatric First Aid and First Aid at Work)

Office staff

Charlotte Ringer (Admissions Officer)

Radmila Sekeresova (Administrator – Paediatric First Aid)

PE staff

Paul Doyle (Head of PE – Paediatric First Aid), Julia Fisher (PE Teacher) and Glauca Caetano (PE Teacher)

Other EYFS staff

Other EYFS staff Emilie Constant (French Teacher), Ben Davies (Music Teacher), Sherene Banner (Yoga), Laura Daniel (SEND/CO), Azma Raseek (Learning Support) and Brikena Shpuza (Learning Support /EAL)

15 Further Information on the EYFS

Further information regarding the EYFS may be found on the DfE website

www.education.gov.uk

[Development Matters 2021](#)

[Birth to 5 Matters](#)