

# TANKERSLEY C of E (A) PRIMARY SCHOOL

## EYFS AND SAFEGUARDING POLICY



***“Guide me in your truth and teach me, for you are my  
God my Saviour and my hope is in you all day long”***

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

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## Introduction

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

The Early Years Foundation Stage Statutory Framework 2021

We believe that the early years are a vital time for children, because it is when attitudes to learning are shaped. It is also when attitudes and responses to others are established and when children are shaped socially. It is our responsibility therefore to broaden and extend a child's experiences in school to ensure that they gain both delight and pleasure in learning. We value the whole child as an individual and believe in developing self-esteem, independence, self-reliance, curiosity, creativity and the ability to make decisions for themselves. This includes valuing play and active learning.

## Principles

The EYFS is based upon four principles:

**A unique child.** We recognise that every child is a competent learner who can be resilient, capable, confident and self - assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

**Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. Relationships in which children feel secure are a crucial aspect of their development.

**Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children’s development. Through observations we assess the children’s interests and stages of development and learning in order to plan for an enabling and facilitating environment.

**Learning and development.** We understand that children develop at different rates. We strive to ensure that the needs of all children are met and that all children receive an appropriate and challenging education regardless of needs. We believe that young children are motivated by the joy of exploring, creating and learning.

Early childhood is the foundation on which children build the rest of their lives. At Tankersley St Peters we greatly value the importance that the EYFS plays in laying the secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of adults working in the Foundation Stage to build upon that prior learning experience. This is done through a holistic approach to learning, ensuring that parents and guardians, support staff and the Foundation team work effectively together to support the learning and development of all children.

### **Areas of learning and development**

There are seven areas of learning and development in the EYFS. These are split into the prime and specific areas. The prime areas are considered to be particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

These Prime Areas are:

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

There are also 4 Specific Areas:

- Literacy
- Mathematical Development
- Understanding the World
- Expressive Arts and Design

These seven areas of learning support the planning in the Foundation Stage and provide a framework for the learning environment. The curriculum for the Early Years identifies progress through the ages and stages towards early learning goals in each area. These goals are the established expectations for most children to reach by the end of the Foundation Stage.

All areas of the curriculum are planned for to ensure that children receive a broad, balanced and challenging learning experience.

We believe that the child should be at the heart of the planning and assessment process so that their experience, interests and learning styles can be explored and used to plan the next steps. All areas of learning depend upon each other and are delivered through child initiated and adult led activities.

# EYFS - Curriculum Intent, Implementation and Impact

## Intent

At Tankersley St Peters the Early Years child is at the centre of our practice. This is reflected by the value that we place on pupils' individual ideas and interests. Teaching is based on both observations of what pupils know, do, say and apply. It is also based upon interactions with pupils during child-initiated play and planned activities. Teachers assess when to encourage, show, demonstrate, explain, question and model, according to pupils' needs and play contexts. Practitioners know when to step in and step back in order to facilitate and further children's learning. They use planned direct teaching opportunities in relevant and playful contexts.

Integral to interactions with pupils is effective open-ended questioning, adult and peer modelling of concepts plus language and learning behaviours. Teachers plan meaningful enquiry questions to support pupils' curiosity and acquisition of key knowledge, skills and understanding. Practitioners provide narratives for pupils' learning, giving them the freedom to explore concepts and feelings in a stimulating and challenging setting. Whole school teaching policy strategies are used with development of word conscious classrooms and vocabulary, Kagan structures, peer and self-assessment, reflection on a range of learning and adult focus activities linked to learning objectives and criteria marking.

Pupils in EYFS have access to a broad and balanced, indoor and outdoor curriculum where activities are carefully planned but are also flexible, to meet the range of pupils' holistic learning needs. There is careful differentiation by activity and outcome, based on a child's stage and development in a variety of learning areas. Careful thought is also given to cultural capital and a range of trips and visitors are part of the EYFS curriculum offer.

Our Creative curriculum is hooked upon an open-ended enquiry question each half term. Practitioners seek to establish pupils' prior knowledge and interests to determine the sequence and pathways of learning.

As part of this process, pupils' home learning experiences are interwoven using a range of strategies such as the 'home school chatterbox', 'proud clouds', 'wow moments' and parental drop in sessions.

Development Matters, Characteristics of Effective Learning, pupils' interests, home learning and the needs of our community and intakes of pupils, provide the basis for planning a sequenced curriculum throughout FS1 and FS2. Planning is tiered and knowledge and skills are built upon both within and between F1 into F2. Our curriculum provides pupils with the continuous provision (*e.g. sand, water, mark making areas*) and enhanced environments linked to our EYFS curriculum. Our provision encourages problem solving along with ambitious use of vocabulary and rich group interactions (*e.g. sustained shared thinking.*)

Strong characteristics of effective learning are embedded and demonstrated through the Prime and Specific learning areas of our curriculum, providing practitioners with a holistic view of every child. We encourage pupils to recall and reflect so that they can learn from experiences, make new links and develop their intrinsic motivation. For example, as pupils take greater ownership of their own learning journeys, they regularly take part in self and peer reflection through 'Feeling fans' in F1 and building to self and peer assessment faces in F2. This in turn leads pupils to be more focused on their own learning needs, whilst developing resilience, independence and a lifelong love of thinking and learning. Pupils have the opportunity to reflect on prior learning so practitioners can check what knowledge and skills pupils have embedded.

Early reading skills are integral to our practice. The teaching of phonics starts in our F1 nursery and reading is very well embedded in the EYFS curriculum. This is a key part of the school day for all our EYFS pupils. At Tankersley it is our intention that all of our pupils will be competent fluent readers by the end of KS1 so the pupils have a daily 'Read Write inc' phonics session where they learn all of the complex 44 sounds in the English language and then use these to read phonetically decodable books. The children will also develop their sight vocabulary skills. We are resolute in our intention that all pupils will learn to read and any pupils who need support in this will get additional help through our catch up *Read Write Inc* programme.

## **Implementation**

The seven areas of learning are covered in the implementation of our EYFS planning:

- Long term planning - This is a one year cycle of themes or topics for F1 and F2, taking account of our community/pupil intake needs, 7 areas of learning within the development matters outcomes, predictable interests, visits/visitors and parental involvement/workshops.
- Medium term planning - This half termly planning is organised under the seven areas and activity objectives/ideas are progressive and sequential. They take into account children's developmental stages and interests, highlighting R.E, Global, British Value and Cultural Capital links.

- Short term planning - This includes weekly objective planning and takes into account Eaz Mag observation tracking for every child. It shows adult input, regular activities, daily focus and learning intentions. It also covers continuous and enhanced planning, based on pupils' interests and next steps. Within this there are regular provocations to challenge and stimulate pupils' engagement, imagination and thinking.

Any interventions planned are based on an individual or small group of pupils' needs. Pupils may need extra support to fulfil their potential and some of the interventions include *Time To Talk*, *Wellcomm*, *Music Interaction*, 1:1 Speech Therapy, Fine motor, maths, writing and reading groups. A Launchpad to Literacy approach is also used. There is a weekly 'Stay and Play' wellbeing/nurture group every Monday lunchtime, run by the F1 and 2 teacher.

#### Parental and community involvement

As part of our policy we encourage excellent relationships with parents as partners. We have a number of initiatives to ensure parents are at the centre of their child's early years education. This includes:

- Various termly workshops – mathematics, phonics, motor skills, understanding the world
- Weekly parent led lending library
- School concerts and performances- F1 and F2 Nativity
- Transition events for new starters and home visits
- Reading afternoons
- After school Drop In sessions
- Trips and visits / Enhancements – parental support
- Communication – via our EYFS blog, twitter and newsletter.

Our EYFS curriculum Overarching Vision and 8 EYFS Curricular Goals can be found below and are also displayed in the F1 and F2 classrooms, as well as on the school website.

#### Our Tankersley EYFS Overarching Vision

At the end of EYFS, our pupils will have good independence skills and the ability to express and regulate their emotions in a range of contexts. They will be articulate and critical thinkers, with curious minds in relation to the world around them. The children will have solid foundations in literacy and numeracy on which to build in future years.

#### Our EYFS 8 Curricular Goals

By the end of EYFS pupils will be able to:

- Prepare, share and tidy away after a healthy snack.

- Compare two religious/cultural celebrations and express/respond in their own way.
- Explore the past and present by researching, preparing and asking a variety of people different questions.
- Create and follow an obstacle course.
- Plan, independently implement and evaluate one of their creations.
- Recognise, describe and create patterns.
- Create, tell and perform their own story.
- Find awe and wonder through the exploration of own interests and the environment.

### **Impact**

Regular assessments of children's learning are made in the EYFS and these are used to inform planning and next steps.

Assessments take the form of:

- Informal observations that are made by practitioners and parents/carers across the seven areas of learning.
- Short and long Eaz Mag observations.
- Focussed assessments which are planned for and conducted to assess prime and specific areas of learning.

All of the EYFS assessments place the child's voice at the centre, in order to find out what children know and remember. They demonstrate the characteristics of effective learning that children employ in different contexts. There are informal and more formal assessments of children's progress in reading, writing and mathematics. All children are assessed on entry to F1 and F2 as well as termly. They are then assessed on leaving the Foundation Stage. See below for more information about baseline assessments in FS2.

The assessment of the learning and development of each child takes place through child initiated long and short observations, discussions, photographs, children's recordings and writing, record keeping and planned assessments. These are compiled into each child's 'Learning Adventure' Journals throughout the year. Learning Adventure Journals are shared with parents/carers on Parent's Evenings and throughout the year. Children often make self and peer assessments on their own and others' learning.

Assessments against Development Matters, the Statutory Framework and the Characteristics of Effective Learning are brought together at the end of FS1 and FS2. Children are assessed as to whether their learning is at the expected level, below the expected level (emerging) or indicating beyond the expected level.

The records of these assessments are shared with parents/carers in an appropriate way to help evaluate progress and identify next steps. The children are also regularly engaged in discussions about next steps in their learning. The records are also shared with the LA and the Year One class teacher as part of the transition to KS1. Both EYFS and KS 1 staff have created bridging end points to support children's transition into Year 1.

Children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the Early Learning goals in the prime areas of learning (Personal, Social and Emotional Development; Physical Development; and Communication and Language) as well as the Early Learning Goals in the specific areas of Mathematics and Literacy. The Characteristics of Effective Learning are central to how children learn and progress. Achievement in these areas are also recorded and reported upon.

## **7 Areas of Learning both in and outdoors**

### **Personal, Social and Emotional Development**

There are three aspects of the PSED area of learning: Self Regulation, Managing Self and Building Relationships. These aspects are threads running through daily life in the Early Years setting. They involve developing children's dispositions, social skills and resilience. Teaching and learning methods include circle time, in the moment problem solving, adult/peer modelling, sharing of experiences through imaginative play, stories and oral activities. The children enjoy animated stories and Dilemma Drops as part of their '1 Decision' learning programme, which allows them to consider the consequences of good and bad behaviour choices. Anti-bullying, Internet safety, safeguarding and reflecting diversity are all part of the learning in PSED along with children knowing the factors that support their health and wellbeing (for example toothbrushing, sleep routines and sensible screen time). The Monday lunch time 'Stay and Play group is a flexible nurture session, meeting the needs of pupils who may need extra small group or 1:1 time with their teacher. Children's independence skills are regularly practised, such as attending to own toileting, hygiene and dressing needs. Children are taught about ways to keep healthy and safe through practical activities and '1 Decision' learning.

### **Communication and Language**

There are two aspects of the Communication and Language area of learning: Listening, Attention and Understanding plus Speaking. These aspects are integral to all interactions and sustained shared thinking throughout the EYFS. They involve active listening, understanding and speaking skills in a range of contexts and for different purposes. The children have plenty of daily opportunities to practise and apply these skills in their play. Teaching and



learning methods include 'Show and Tell' with question and answer sessions and adult/peer modelling. P4C strategies and kagan structures are also used in the classroom. Role play and interest led exploration is encouraged to develop vocabulary, understanding and acquisition of deeper knowledge. The Victor Vocabulary board is also used in class to highlight new ambitious vocabulary. Early identification of any difficulties and early intervention is of utmost importance. Interventions include Wellcomm, 1:1 speech therapy, Music Interaction and Time to Talk.

### **Physical Development**

There are two aspects of the Physical Development area of learning: Gross motor skills and Fine Motor Skills. These skills are developed and practised in a variety of ways: Funky Fingers challenge stations, Playdough disco, use of the F1 and 2 'Playdough' trolleys. Other ways to develop these skills are through cutting and threading activities, outdoor obstacle and climbing, chasing games, bikes, ball and aiming activities. In F2 the children experience a weekly apparatus/gymnastics, games or dance session in the school hall and all children are made aware of the physical effects of exercise. Children are supported to hold a pencil correctly in the tripod grip, drawing and writing for a variety of purposes and audiences.

### **Mathematics**

There are currently two aspects of Mathematics: Number and Numerical Patterns. Maths for Mastery involves employing approaches that help children to develop a deep and secure knowledge and understanding of mathematics at each stage of their learning. Maths occurs in all of our daily routines such as self-registration for attendance, dinner choices, snack station, calendar, visual timetables and birthday charts. Teaching and learning approaches allow children to explore mathematical concepts and number facts in a range of contexts. These involve direct teaching of the whole class and group teaching as well as 1:1 practical and problem solving opportunities. Manipulatives are used. These allow the children to make links, understand concepts and represent their learning in many different ways. We have a fun and engaging approach to mathematics, following the EYFS Statutory Framework, based upon Early Years Mastery (with White Rose and NCETM learning trajectories used as vehicles for learning). Our counting, cardinality, composition and pattern progression planning is part of a sequenced and developmentally appropriate approach to maths teaching and learning. It also considers potential misconceptions and ways in which learning gaps are reduced. Children's embedded concepts, knowledge and skills can be demonstrated and applied through their play. Practitioners provide the children with high quality visuals and/or labels throughout the indoor and outdoor provision.

Children use the environment and a range of resources to observe, continue, create and extend their learning in relation to patterns, measures; time, weight, length/height, capacity and money. We understand the close link between

mathematical concept acquisition and language as well as the big link between spatial reasoning and number learning.

The importance that we place on early mathematical foundations, is reflected in the parent/carer workshops offered throughout the year. These include an early Years Maths Mastery family information session and an afternoon 'Maths Everywhere' workshop for our pupils, their families, feeder nurseries, playgroups and child minders.

### **Literacy**

There are three aspects of Literacy: Comprehension, Word Reading and Writing. Early phonics teaching begins with awareness and discrimination between sounds heard and builds up to children understanding the letter/sound symbolic relationship (looking at a letter and knowing which sound it represents). All of this learning is part of our Read Write Inc. programme along with the skills that are practised to read tricky words using visual memory and use of context/picture cues. Alongside this, children are given plenty of opportunities to listen to a range of fiction, non-fiction and poetry books. They have an author focus each term which is highlighted through the F1 and 2 'Book/s of the Week' tables in the provision. A lifelong love of reading is instilled through lending libraries, peer and parent reading workshops and themed reading areas in the provision. Each week, a Year 6 pupil comes to read a story to Reception class children and then the Reception children take part in a paired reading session with their Nursery friends. We understand the importance of children being able to recite a range of rhymes such as those used in our 'Poetry Basket' smart board selection. These give children the greatest chance of becoming fluent and confident readers in the future. There is also focus on children understanding what has been read to them, being able to re-tell, make predictions and learn/apply ambitious vocabulary.

There is a close link between oral literacy and early mark making. Children's experiences and motivations to record through drawing and writing are highly valued in all areas of the continuous provision. Practitioners understand the role of gross and fine motor skills in the transcription process as well as motivational, thinking and memory skills that are all part of the writing process. Provocations are used to stimulate curiosity, purposes and audiences for children's writing. Helicopter Stories provide a vehicle for children to develop their writer's voice and to enjoy acting their stories out in class. This has a powerful effect on children's understanding of story structure, imagination and confidence as they realise they are creative writers and actors.

### **Understanding the World**

There are three aspects of Understanding the World; Past and Present, People, Culture and Communities and The Natural World. The children's prior knowledge is brainstormed in response to enquiry questions such as 'How do other people celebrate?' 'Who helps to keep us safe?' From this, Children's learning and predictable interests are planned. We know that first hand experiences allow

children to develop their critical thinking; making links, acquiring new knowledge and being intrinsically motivated.

Children experience a range of learning opportunities linked firstly to themselves and then their families and wider community religions, traditions and cultures. In F1 the children look at photographs of themselves as a baby and compare to themselves now. In F2 children's concept of chronology is deepened in the context of ordering their own baby, toddler and 4 year old photographs on personal timelines. They also compare what babies wore then compared to now. Both F1 and F2 use photographs and objects to learn about the past and F2 children listen to stories about the past. F1 and 2 explore the historical concept of Monarchy and focus upon the King and his immediate family. There are explorations of celebrations in Christianity (including termly church visits), Hinduism and Chinese New Year. The children are encouraged to consider the similarities and differences between festivals and cultures through tasting foods, dancing, watching videos and experiencing related fiction and non-fiction books. The Christian Nativity story is brought to life through performances for the school and parents. This is further enhanced by the F1 and 2 trip along with parent/carers to Chatsworth House Farmyard. The children actively participate in the retelling of the Nativity story, with real animals, costumes and a very supportive audience. F2 children experience a community Diwali workshop where a culmination of their learning is presented alongside community members. During Chinese New Year, F1 children enjoy being peer tutored by their F2 friends. This involves food tasting, watching the F2 Chinese Dragon dance, listening to them singing a Mandarin New Year Song and looking at the children's Chinese writing. The F1 children also listen to an information session planned by the F2 pupils.

Another aspect of our British Values learning is finding out about Remembrance Day; having a grandparent to talk about and show medals from the World Wars, poppy art work and poetry, watching video footage of the cenotaph and parade plus taking part in the 2 minute silence.

Children are encouraged to observe, predict, explain and conclude during their interactions with the environment. This involves seasonal activities such as planting a range of vegetables and observing growth, creating Winter bird feeders, looking at the effect of temperature changes on ice and testing/choosing suitable materials for a warm and waterproof coat. Children enjoy locality studies (including map work and use of Google Earth), broadening out to holiday destinations and further afield to the Arctic and the Tropical Rainforests. They have opportunities to talk about similarities and differences between weather, plants and animals in different places.

The Zoolab Rainforest creature workshop brings the children's learning to life with hands on sensory exploration. This new knowledge prepares the children for investigation of mini beasts and focused learning about their life cycles.

We understand the close links between STEM learning and practical experiences. Our F1 and 2 Makerspace trolleys allow children to explore simple circuits whilst developing their critical thinking and problem solving. Two Makerspace ambassadors from KS 2 support FS 2 children each week and the

children's learning is further enhanced at a parent/carer Makerspace after school workshop, which runs on a rota system. Children have the opportunity to experience a range of technology, including computers, smart boards, I- pads, Alexa, B bots and everyday technology. On the computers children can access Mini Mash, 2 Simple, word processing and google searches. Similarly the smart board is used as an interactive learning resource for children and a teaching and learning tool. The I-pads are readily available with a range of age appropriate apps to access and the children can use Alexa to research their questions and develop their knowledge. We understand the importance of programming and give the children opportunities to use programmable toys. Parents and carers are consulted to find out about their child's use of ICT at home. Internet safety is woven throughout the children's ICT learning and particularly addressed during Internet Safety and Anti-Bullying week where F1 and 2 children's learning is displayed as part of a whole school approach.

### **Expressive Arts and Design**

There are two aspects of Expressive Arts and Design: Creating with Materials and Being Imaginative and Expressive. The children enjoy child-initiated learning where they can choose their form of expression to reflect their own thoughts, feelings and ideas in creative ways. The continuous and enhanced provision allows children to use materials and tools independently, to work on their own projects of interest. Small world resources include figures, wooden artefacts, fairy/elf doors and natural items as well as animals and different settings. Role play areas are set up in F1 and 2 as part of wider topics and in response to children's interests. Role play is also a powerful teaching tool that is employed across the curriculum to stimulate children's curiosity, creative thinking and imagination.

Children enjoy using percussion instruments in the EYFS setting. They also take part in Church singing and Nativity play performances. The children experience dance in different forms (Diwali and Chinese Dragon dancing, creative movement). Adult focus activities provide the children with new knowledge, skills and understanding highlighting different elements of the art and design curriculum. These include malleable activities (clay, play dough, plasticine and gloop), modelling (box modelling and construction kits), drawing and painting (chalks, pencils, crayons, felt tips, charcoal). Children are encouraged to create props for their role play and perform songs and poems that they have learnt. Children in F1 and F2 also have opportunities to plan and take part in Design Technology projects with a DT specialist (Hepp DT services) across the year, for example Nursery children create a hedgehog home and F2 children create a rain gauge as part of their Locality and Rainforest learning. The children also have a range of art foci across the year, to develop their skills and creativity in different styles of art e.g collage, observation drawings, printing and painting. They also have the opportunity to study some famous artists' works.

## Characteristics of Effective Learning

Characteristics of Effective Learning are a fundamental aspect of the Early Years Foundation Stage Curriculum. They advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these into their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. The three characteristics of effective teaching and learning are embedded in our EYFS practice:

- **Playing and exploring** - children investigate and experience things, and 'have a go.'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In the F1 and F2 classrooms there are working displays where children's prior and developing ideas, concepts and skills are shown. These demonstrate evidence of the characteristics of effective learning.

## Our Early Years definition of teaching, learning and curriculum

The child is at the centre of our practice and is reflected by the value that we place on children's individual ideas and interests. Teaching is based on observations of what children are doing and saying, as a means to planning meaningful next steps. The teaching role includes practitioner interactions with children during child initiated play and planned activities. Integral to this is effective open ended questioning, adult and peer modelling of concepts, language and learning behaviours. It involves providing children with the continuous and enhanced environment that facilitates schematic development and encourages problem solving, setting and sustained shared thinking. Practitioners assess when to encourage, show, demonstrate, explain, question and model, according to children's needs and play contexts. As practitioners, we provide narratives for children's learning and give them the freedom to explore concepts and feelings, in a stimulating and challenging setting, where strong characteristics of effective learning can be demonstrated and further developed. In the EYFS provision, Prime and Specific learning areas are interwoven through an enquiry led approach which in turn enhances children's holistic development. Recalling and reflecting are encouraged by practitioners so that children can learn from experiences, make new links and develop their intrinsic motivation. Self and Peer assessment enables the children to become more focused on their own learning needs, whilst further developing resilience, independence and a lifelong love of thinking and learning.

## **Child initiated learning**

Children spend time learning through self-chosen activities and play. Adults facilitate learning in the different areas and interact with children in ways that ensure that they are consolidating and moving on with their learning. Interactions encourage sustained shared thinking in the provision.

## **Whole class**

At certain times throughout the day, the children will come together for some direct, carefully planned, adult led teaching and activities. This allows for teaching of specific knowledge, skills and vocabulary, as well as supporting the children's learning behaviours e.g. listening to the teacher, learning as part of a group, taking turns, discussing with a talking partner etc. Whole class sessions often take the form of carpet sessions and these are timetabled slots throughout the day. In these slots we focus on the seven areas of learning.

## **Small groups**

In addition to whole class teaching, children will often work in groups led by an adult. This will increase towards the end of FS1 and 2, the latter preparing children for their transition to Year 1.

## **Phonics**

In addition, the children will take part in daily phonics sessions. We follow the Ruth Muskin, Read Write Inc phonics scheme which ensures that children are taught in small groups according to their needs. The F1 children enjoy sound discrimination activities and older children in FS1 are introduced to the letter sounds using the scheme. Children are assessed when needed and progress is monitored by the RWI lead and Early Years staff. Children who require extra support in phonics are given additional overlearning and their barriers to learning are removed to ensure that they catch up.

## **The Indoor Classroom Environment**

We believe that the learning environment is especially important and aim to provide an attractive, well organised and carefully structured setting that supports both the child and their access to the curriculum. It will be rich and stimulating, allowing all children to feel proud of their achievements. It will also be practical and purposeful, enabling young children to access resources and work independently, matching activities to learning styles and interests. The provision will be clean, tidy and inviting. It will reflect children's voices and interests.

## **The Outdoor Classroom Environment**

Our outdoor space also provides for a range of learning opportunities, across the seven areas of learning. Children can explore and problem solve, following their own interests and ideas. There are different areas such as the mud kitchen, environmental/enquiry area, climbing frame, water wall, story and mark making areas, large blocks and construction area plus many more. These provide opportunities for children to develop sustained shared thinking and other independent learning characteristics and skills across the Early Years Curriculum.

## **Parents as partners**

At Tankersley we believe that parents and practitioners should work together to enhance children's learning and achievements.

In the EYFS we ensure a strong relationship between parents and staff through:

- Offering a Summer term Teacher home visit to 'new tour EYFS' pupils, before they are due to begin school in the Autumn term.
- Formal parent's evenings
- An 'open door' policy whereby parents are actively encouraged to share ideas / information or any concerns, when they drop children off in the morning or after the school day has finished.
- Parent drop in sessions after school, to discuss progress and next steps to work on at home and school.
- A weekly newsletter outlining what is going to happen in school that week and what the children will be learning.
- A regularly updated class blog and tweets.
- Communicating achievements to parents through the use of certificates, positive postcards and positive comments.
- Open communication about any identified pupil need, next steps and Early Help Assessments and TAF meetings will be set up if needed.
- Encouraging parents to share achievements at home through the use of 'Star / Wow Moment' slips.
- Offering opportunities to attend parent/carer workshops and other events in school.

## **Admission**

Children are admitted to F1 from the age of three. They are offered sessions to meet their needs. These sessions can be taken as all morning or afternoon sessions, or can be combined together to make full days. When available, additional sessions may be purchased to add on to the five free session entitlement. We offer 30 hour provision.

All children have a right to full time education from September in the academic year in which they are five. Therefore those who have their fifth birthday before

the end of August are offered a full time place at the beginning of the previous Autumn Term (September) in the F2 class.

## **Planning**

The EYFS Statutory Framework with support from Developmental Matters provides the basis for planning along with the Birth to Five document. Topics are chosen to reflect children's interests and to provide a vehicle for coverage of the curriculum. The planning is also tailored in response to our community and particular pupil intake needs at Tankersley St Peter's CE Primary School.

Starting with the seven areas of learning from the Foundation Stage document the planning formats include:

- Long term planning. This is a one year cycle of possible themes or topics. These remain flexible according to the children's needs and/or interests.
- Medium term planning. This includes half termly planning which is organised under the seven areas and details how the theme will be implemented.
- Both Long and Medium term planning takes account of curriculum intent, implementation and end points; ensuring a smooth progression between sequences of learning within and between topics and Foundation Stages. F1 has the one year cycle medium term planning but with extra linked challenges for children who are ready to deepen and extend their learning within topics.
- Short term planning. These include weekly plans which show adult input, continuous and enhanced provision links, objective led planning, adult focus and learning intentions. It facilitates high quality child initiated learning. In FS2 more detailed planning for maths and literacy is done on a weekly basis. As part of our short term planning, children's interests at home and school are considered and help to inform the following week's planning.

## **Assessment in EYFS**

Regular assessments of children's learning are made, and these are used to inform planning. These take the form of:

- Informal observations that are made by the practitioners and assessments across the seven areas of learning, through interacting, asking questions and playing with pupils.
- Focussed assessments that are planned for and conducted to assess specific areas of learning.
- Informal and more formal assessments of children's progress in reading, writing and numeracy which are made in the F2 year.

In addition:

- All children are assessed on entry to F1 and F2 and on leaving the Foundation Stage.



- The monitoring of each child takes place through regular observations, discussions, practitioner knowledge/judgement, photographs, record keeping and planned assessments. These are compiled into a 'Learning Journey' using Eaz Mag observations, along with children's recorded learning. In addition, assessments of children's achievements are entered into O Track (online tracking system). Practitioners are able to evaluate a range of data grids to then use to create specific action plans for pupils. The trackers are used to monitor and evaluate individual learning, identify problems and target underachievement. They support practitioners to deliver a curriculum that is specific to the child's needs.
- Children's Learning Journals are regularly reflected upon by the children themselves and are available for parents to look at and contribute to. They are also shared during Parent's Evening. The 'Learning Journey' tracks each child's holistic development, interests and achievements.
- The assessments against the curriculum statements are brought together in the Profile document at the end of FS2. Children are assessed whether their learning is at the expected level or working towards the expected level (emerging) which are shared with parents/carers in an appropriate way to help evaluate progress and identify next steps forwards. They are also shared with the L.E.A. Pupils whose learning is above the expected level along with all pupils, are discussed with the Year One class teacher as part of the transition to KS1.

Children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in:

- The Early Learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) plus;
- The Early learning goals in the specific areas of numeracy and literacy.

In the F1 and F2 classrooms there are working walls where children's learning is shown, demonstrating evidence of the characteristics of effective learning.

### **Reception Baseline**

At the start of FS2, practitioners use the National Baseline Assessment for each child, which assesses early literacy, communication, language and mathematics skills. Children must be assessed using this on-entry assessment within 6 weeks of entering school. To ensure that children are assessed at the optimum time, children's levels of well-being and involvement are considered. Practitioners also assess and make observations linked to Characteristics of Effective Learning and Development Matters in all areas of the Early Years curriculum.

### **Safeguarding and welfare**

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy and all members of staff in the EYFS are required to read this policy as part of their induction training.

The DSL is Vicky Harrison. The deputy DSL's are Melanie Hartley (Reception class teacher and EYFS Co-ordinator) and Lorna Johnston (Year 6 teacher and Deputy Head Teacher). The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL's undertake the duties of the DSL in their absence, but overall responsibility for safeguarding remain with the DSL. The DSL and deputy DSL's undertake child protection training as required.

Staff receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

### **Mobile phones and devices**

For the purposes of this policy, the term “**mobile phone**” refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

### **Use of personal mobile phones by staff members**

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

### **Use of mobile phones by parents, visitors and contractors**

Posters will be used around the school to indicate that it is a mobile free zone.

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns

about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

### **Use of the school's mobile phones and cameras**

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices have passcode protection. School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices will not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

### **End of day passwords and permissions**

Parents are required to fill in a permission and password form, as well as give verbal notification of changes to the people picking up their child on a daily basis. EYFS staff will not allow a child to go home without this information.

### **Secure gate and door procedures**

All staff follow a rigorous gate opening, closing and checking set of procedures in a morning when children arrive, before outdoor learning takes place and at home time.

### **Indoor and Outdoor risk Assessments in F1 and F2**

F1 and 2 staff complete daily Risk Assessments and act upon information found out to ensure a safe and secure learning environment.

### **Food hygiene and kitchen checks**

Appropriate staff members have Food Hygiene training and EYFS staff do daily kitchen area checks.

### **Toilet hygiene checks**

Daily toilet hygiene checks are carried out and the school's Intimate Care policy is followed.

### **Oral hygiene**

The school promotes the good health of children in the EYFS, including the promotion of good oral health and eating healthy foods, as well as keeping well hydrated through drinking water.

**Administering medicines**

Parents take any prescribed medicines that a child needs to take to the school office where a form is filled in and office staff communicate this with staff members. Mrs Howe administers this medication. Other medications such as asthma inhalers are kept in the classroom First Aid Box and recordings of each use are made.

**Staff taking medication or other substances**

The school implements a zero-tolerance approach to drugs and alcohol misuse. The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken. Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly. Any medication used by staff will be securely stored.

**First Aid**

In EYFS there are staff members trained in Paediatric and Adult first aid. Children's accidents are dealt with by staff members and communicated to parents and carers at home time. If a child has a head accident, this is recorded on a special form and the parent is handed this form, with advice of what to look out for. More serious head bumps are recorded in the school office and parents are contacted, with due advice. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

Smoking is not be permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school has a Fire Safety Policy in place.

**Staffing**

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable and hold suitable qualifications with relevant experience.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff are supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience. All members of staff who have contact with children and families are supervised by the EYFS lead. The supervision provides opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

EYFS staff attend a weekly EYFS team meeting and follow the half termly agenda set out by the EYFS lead.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the Early Years Foundation stage.'

The school adopts the following staffing ratios:

- For children aged three and over:
  - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there will be one member of staff for every 13 children, and at least one other member of staff will hold a full and relevant level 3 qualification.
  - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there will be one member of staff for every 8 children, and at least one other member of staff will hold a full and relevant level 3 qualification.
- For children in Reception class:
  - Class sizes will be limited to 30 children per school teacher and there is a Teaching Assistant also.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The EYFS teachers inform parents of whom their child's key person is and will explain the role of the key person.

### **Information and records**

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information will be recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental

responsibility for the child and which parent or carer the child normally lives with

- The emergency contact details of the child's parent or carer

The following information about the school will be recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

The following information will be made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person

### **Early Interventions and Wellbeing Group**

After assessing and discussing individual pupil's progress, a half termly intervention programme is devised to meet the needs of children as they arise. Parents and Carers are informed about the purpose and nature of these interventions. We feel that early intervention is extremely important in order for pupils to fulfil their potential. Delivery of interventions will very much depend upon the child or group of children and their developmental stage/interests.

Interventions include Wellcomm, 1:1 speech therapy, RWInc catch up, Time To Talk, Music Interaction and maths groups.

Our 'Stay and Play' wellbeing group is a flexible 20 minute (weekly) dinner time club which follows children's interests and meets their therapeutic play needs. It addresses a range of PSED strands and often has longer lasting positive effects on the pupil's wellbeing during the rest of the day.

### **Transition**

We plan for a phased entry into FS1 in order to facilitate smooth transition and we endeavour to ensure that individual needs are met. Practitioners are flexible and take account of information given by parents and by previous settings.

Regular meetings between F1 and F2 staff ensure a common format for planning and provision. There is also a sharing of data and information around children's individual needs.

Several transition visits for children moving from F1 to F2 and from F2 to Y1 take place during the half term leading up to the end of summer term and the children spend time in their new class, meeting their new teacher and becoming familiar with routines and expectations. F2 EYFS Profile data and Learning Journeys are shared with Year 1 staff, as is F1 children's data with F2 staff. A transition photographic booklet is prepared for F1 pupils to have over the Summer and one is made for F2 pupils all about Year 1.

### **Special Educational Needs**

It is important to ensure early identification of children who find some areas of learning challenging, so that strategies to help them can be put in place as soon as possible. Children will have a School Focused Plan, which is written by the teacher in consultation with the SENCO, parents, support staff and the child. This will be reviewed regularly as the child progresses. Outside agencies will be consulted in partnership with the SENCO as needed. A one page profile is created and individual targets are created and reviewed termly. Early Help Assessments and regular TAF meetings are also used to provide family and learning need support.

### **Equal Opportunities**

We endeavour to raise children's awareness of themselves as individuals and their relationships with others and the outside world. This means questioning our own practice and encouraging the children to question and challenge their practice too. All children will have equal access to all activities, ensuring equity, irrespective of gender, race or class and where there are cultural differences these will be given consideration.

### **British Values and Global learning**

We promote British values in our setting, through our ethos and through a range of cross curricular activities. These include celebrating British occasions and festivals, teaching kindness, respectfulness to others and empathy. These are reflected in our 'Christian Values' reflection area of the classroom. As part of this learning, children develop mutual tolerance through the understanding and respect for cultural and religious beliefs and their similarities and differences. Being part of a 'Global School' we benefit from a rich and varied curriculum.

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the Early Years Foundation Stage'
- DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Photography and Images Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Intimate Care Policy
- Whole-school Food Policy
- Health and Safety Policy
- Fire Safety Policy
- Staff Drug and Alcohol Policy
- Safer Recruitment Policy
- Data Protection Policy
- Subject specific policies

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