



Early Years Foundation Stage Policy

The Early Years Foundation Stage is a crucial part of a child's education, the foundation upon which young children build. It is a time when children need high-quality care and learning experiences.

'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' EYFS.

Our Christian vision, values and motto are exemplified through our mission. All members of the community are working together to create a safe, special place of excellence aiming to help all children flourish and grow as individuals. At Tynsel Parkes, our mission is to have happy children who grow with enquiring minds eager to learn. Children will develop respect for themselves, others and the environment, becoming responsible citizens, developing resilience and adaptability to thrive in a rapidly changing world. As children establish their personal identities, we inspire academic aspiration through a high-quality curriculum that challenges and excites. We aim to provide all children with the opportunities and skills to become the best they can be ready for the next stage of their education and throughout their lives.

Characteristics of Effective Learning

At Tynsel Parkes CE Primary Academy we support children in using the following three essential characteristics of effective teaching and learning. These are:

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 ideas, make links between ideas, and develop strategies for doing things.

We recognise that young children learn best when they are active. We appreciate the importance of children's play as a powerful motivator and an essential and rich part of their learning process, supporting them in all areas of development. In the EYFS setting at Tynsel Parkes CE Primary Academy, we provide both adult-led and continual provisions inside and within a secure area outside. These activities are designed to engage children in practical, first-hand experiences that will support them as they discover, explore, investigate, developing personal interests and areas of curiosity, and make sense of the world around them.

Foundation Stage Curriculum

We offer an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the areas of learning to enable children to achieve the early learning goals.

Three **Prime** areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

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

Teaching and learning in EYFS is also based upon four **Specific** areas; through these, the three Prime areas are further strengthened and applied.

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

School Organisation

The Early Years Foundation Stage department consists of a Nursery class, children can access the nursery for one, three-hour session a week up or up to ten sessions a week, if the child is eligible for childcare funding. The academy has one Reception class with thirty places.

Admissions

Children can start at Tynsel Parkes CE Primary Academy Nursery the term after the child has turned three years old. Children are not guaranteed a reception place even if they have attended Tynsel Parkes' nursery. (See the academy admission policy on the academy website.)

Classroom Organisation

Topic tables, theme areas, reading corners and work bays related to the curriculum are evident in both the Nursery and Reception settings. Staff work to a flexible daily timetable. There are opportunities for active learning in both indoor and outdoor situations. Resources are organised so that children can organise their learning to an extent. Adult directed and child choice activities are planned. A quiet, thoughtful reading area is provided. Displays are relevant and stimulating. Interactive displays are used, providing opportunities for participation. Classrooms will also have reflection areas for classroom worship to take place.

Role of Practitioner

To be aware of the standards to be reached as reflected in the EYFS welfare and curriculum document and provide relevant learning opportunities so that the majority of children have achieved these expectations by the end of the Foundation Stage. Nursery and Reception staff will provide a broad and balanced curriculum based on the EYFS stages of development in the areas of learning. Staff are aware of the individual needs of the children and provide them

with the relevant learning programmes and opportunities, attending relevant in-service training.

Assessment and Record Keeping

When our children enter their Nursery and Reception at Tynsel Parkes CE Primary Academy, baseline activities and observations are conducted during the initial weeks and pre-entry data is utilised to inform the planning of learners' next steps. The results of this baseline form the starting points for teaching and learning.

On-going assessment is an essential aspect of the effective running of the EYFS setting. Our main assessment method is through observations of children in different teaching and learning contexts. We conduct planned observations of individuals and groups of children regularly. We also make spontaneous observations to capture significant moments of children's learning.

Observations are recorded in different formats (e.g., narrative style, post-it notes, whole class grids, photographs, annotations of children's work) and all practitioners are involved in observing children. Observations are evaluated, children's learning priorities are identified then relevant learning opportunities are planned to support children to make the next steps and progress.

Over the academic year in all areas of learning of the EYFS framework, samples of children's work are gathered, along with photographic evidence and observations. Individual workbooks are kept showing the progression of learning throughout the nursery and reception classes. Nursery children will have their learning journeys recorded on the online programme 'Learning Book', whilst the reception class has assessments gathered on Insight Tracking, an online assessment tool.

Equal Opportunities

Equal opportunities take into account culture, race, accent, dialect, social background, disabilities, learning difficulties and gifted children. All children will be included, no person or child will be treated less favourably because of these factors. We aim to incorporate equal opportunity strategies in all aspects of the Early Years Foundation Stage Curriculum.

We aim to foster a positive atmosphere amongst staff and pupils to achieve the best they are capable of. It is important to promote the child's work as a valued individual and for children and staff to show respect for each other.

Appropriate opportunities will be given to children to acknowledge and value the similarities and differences between themselves and others. Resources will be such as to avoid stereotypes and derogatory messages about any group of people.

Multicultural Aspects

Our policy is to foster a positive attitude towards all ethnic groups, we promote a positive image of all cultures through resources provided. Differing forms of worship will be respected. The dietary needs of all children from other cultures will be respected as appropriate.

Premises, equipment, and security

Security is of paramount importance, there are locks on all external doors around the school and classroom doors to the outside areas, which are locked once all the children have arrived. In the morning children are brought directly into the classrooms in both the nursery and reception classes. At home time, the children only leave when their parent or carer has arrived. A written note will be kept if parents inform us that someone different is collecting their child.

Both the Nursery and Reception classes are equipped with resources which provide opportunities for children to develop new skills and concepts in the course of their play and exploration. The furniture has been chosen to reflect the needs of children and adults, to create a good balance of quiet and active areas. A variety of seating levels are used in the classes. Storage and work-surfaces are at suitable heights and accessibility for the children.

Equipment is stored and labelled appropriately to encourage independence and easy access. It is supplemented or changed according to need within the Early Years Foundation Stage classes, the following areas are found: a book corner or quiet area, writing, math, construction and role-play areas, science and technology displays, music and small world toy tables, sand, and water trays. These areas will be on offer for all the children throughout the day so they can access the EYFS curriculum fully.

The hall, field and playground provide outdoor activities and both the Nursery and Reception classes have the advantage of their fenced play area and garden area. The play area is painted with appropriate games and routes to incorporate it as a further area of learning. The outdoor and indoor furniture, equipment and toys are safe and suitable for their purpose and are checked regularly.

Outings

Children will be kept safe whilst on outings. Permission from parents will be sought before children are taken out. A full risk assessment, including adult-child ratios will be carried out, considering the nature of the outing. Essential equipment including contact phone numbers, first aid kit, and mobile phone, will be taken. Any medicines and care plans will accompany the children who require them. Transport will meet necessary safety requirements, and have adequate insurance, all children will sit with seat belts fastened.

Health and Safety

We wish to ensure the health and safety of children, staff, and visitors at all times. For many of our children, coming to school will be their first experience of being away from home. It is therefore important that they feel safe and secure. Parents will have the opportunity to discuss health issues with staff at the preschool meetings and the start and end of school sessions. Children are always supervised by adults.

A register of children and adults on the premises is available in case of an emergency, and all staff will be aware of the fire practice procedures which take place once a term. Fire extinguishers are to be checked regularly. Electrical equipment is to be switched off and unplugged when not in use. Equipment is to be stored neatly and tidily and checked regularly. Spillages are to be dealt with immediately. No smoking or vaping in school areas. All staff are to be aware of the first aid boxes. Disposable gloves are to be worn when dealing with bodily fluids.

Any prescribed medicines must have written permission, obtained from parents before this person can do so. Medicines will be kept in an appropriate and secure place. Children with ongoing medical requirements will need a care plan to be written with parents, staff, and medical staff. Inhalers must be stored in a place not accessible to children, but in easy adult reach should they be required.

Any accidents must be written in the accident book and parents will be notified of any such accidents/incidents at the end of the school day, or immediately if necessary. A slip will be sent home for any accidents that have occurred during the school day to inform parents and carers.

Sun protection in shaded areas will be available for the children and children will stay in the sun for a limited time only, during the summer months. Drinks of water are available throughout the day for the children to have. Parents will be asked to apply sunscreen before the children come to school and hats will be available for children from school.

Healthy eating:

Children are provided daily with free milk in the nursery setting. Freshwater is available to drink all day. Fruit is on offer during the day in the nursery and reception. A hot midday meal is provided by outside caterers which promotes healthy eating. (Reception will receive this meal free as part of the Universal Free School Meals initiative, Nursery children will be charged for this meal).

Nursery have planned snack-times where the children sit at tables with a member of staff to share their snack and milk. Reception have planned morning snack time to eat their fruit, children will sit together in the reception classroom to eat this.

Child Protection

We foster an atmosphere where children feel secure and valued. We encourage children to know that they will be listened to when they have something to tell us. Staff training will be updated to recognise the possible symptoms and signs of suspected abuse (physical, emotional, or sexual). The layout of the classrooms permits constant supervision of all children, for the protection of both children and staff.

A confidential record will be set up if worrying changes are observed in a child's behaviour or appearance e.g. significant changes in a child's behaviour, deterioration in their general well-being, unexplained bruising, marks or signs of possible abuse, neglect, comments from children which may give cause for concern, these will be recorded, with dated observations, without comment or interpretation. Staff will work closely with parents and other agencies as appropriate.

Safeguarding

Within the Early Years Classrooms, mobile phones are not permitted to be used whilst pupils are in the room. This includes all staff members, visitors on-site and parents. Signs are placed in visitor books and doors as prompts. Pupils have access to school iPads and digital cameras to take photos of any learning. Staff members check these are stored safely and delete photos at regular intervals.

Photographs must be appropriately disposed of should they be no longer required. This could include giving the images to parents, deleting or shredding. Where group photographs of children are taken, written permission must be obtained from all parents /carers who have the right to refuse. The purpose and context for any proposed images should always be considered to decide whether a photograph or video is the most appropriate method of recording the information. Consent for the use of images applies to adults as well as children. A child's full name should not appear alongside their photographs particularly if the general public could view the images.

Special Needs

In our academy, we believe that all children are special. We give our children every opportunity to achieve their best. Each child should have access to a broad and balanced education, in a caring, safe, and inclusive environment, according to its needs. We hope to recognise and begin to address a child's special educational needs as early as possible and offer appropriate, differentiated tasks, which take into account the needs of all children.

A register will be kept of children with special educational needs, and we will compile a record of steps taken to meet the needs of these children. We will work in liaison with support staff to meet a child's specific needs, firstly through the school's special needs coordinator (SENCO). We also work closely with parents, valuing their concerns.

Early Years Induction

We want the children to feel safe and happy in the absence of their parents. Children cannot learn successfully if they are unhappy or anxious. Our induction procedures aim to help the children feel happy and confident about school.

In the Nursery:

Children can join our Nursery in the term after they have turned three years old. During the term before a child is due to start the Nursery class, the children and their parents are invited to visit the Nursery for an induction meeting and transition sessions for the children. At this meeting, the Early Years Foundation Stage staff welcome parents and children to school. This is an opportunity for parents to discuss any problems, look at the curriculum and ask any questions families might have about the Early Years Foundation Stage. Children meet the staff and become familiar with their new surroundings. Any forms required for school entry will be completed and the children will receive a pack of activities as the first home/school link.

In the Reception Class:

Children transfer from the Nursery class in September of the year which they will turn five. Other children join the Reception class from other settings, a parents' meeting in the Summer term, once families have received confirmation of their child's place, will take place to provide information. The meeting will also be an opportunity for parents to meet the teaching staff and the principal.

The children will attend a transition morning or attend story sessions etc. and come to play in the reception outdoor area.

Induction to KS1:

Although a distinct part of school life, the Foundation Stage is fully integrated within the school community, taking part in plays, concerts, parties etc. The Reception class attends the whole school worship and the Nursery class joins worship when the children are ready to do so. By the time the Reception classes transfer to KS1, they have visited their new classes and are completely familiar with their new environment and school day.

Home/School Partnership

Parents are a child's first educator. Children's experiences at home are highly significant to achievement. When parents and school, work together the results are significant. We aim to develop an effective partnership between home and school as fully as possible and welcome parents into our school to keep them fully informed of all aspects of their child's development. Parents contribute to and are informed of their children's progress and achievements. Learning opportunities are extended into the home e.g., sharing and reading books, topic

activities, newsletters and experiences at home are sometimes used as stimuli for learning within the school. We provide parent workshops for both Nursery and Reception parents. This is an opportunity for parents to work with their children, the workshops are both educational and fun and provide parents with information on what they can do at home with their child.

At the end of Nursery and Reception, parents receive a written report on their child's progress. At the end of Reception, parents receive a report stating whether their child is emerging, expected, for the Good Level of Development. There are three consultation evenings a year for teachers to discuss with parents the progress that their children are making.

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