

EYFS Policy

The background of the title section features a faint, light blue watermark of the Royal Coat of Arms of the United Kingdom. It depicts a lion passant guardant on a shield, with a unicorn on the left and a lion on the right, all set against a background of three stars.

	Name		Date
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The Early Years Foundation Stage (EYFS) 2017 states

‘Every child deserves the best possible start in life and the support that enables them to fulfil their full potential. Children develop quickly in the early years and a child’s experiences between birth and five have a major impact on their future life chances. The term “Early Years” refers to children from birth until the end of the Reception Year.’ In De Bohun it refers to our Pre- School, Nursery and Reception children.

The EYFS 2017 promotes teaching and learning to ensure children’s school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. At De Bohun preparing children for school readiness and teaching them the skills they will need to progress is fundamental in everything that we do.

Starting School

Pre-School: Children start Pre-School the term after their second birthday (funded children) or the day after their second birthday (privately funded children). There are three Pre-School intakes throughout the school year; September, January and April.

- Children are invited to visit the setting with their parents before starting Pre-School.
- The Pre-School Manager meets all families in the setting in the weeks prior to entry. During the visit a ‘getting to know you’ form is filled in to give us as much information as possible about the child. Children are given a start date during this visit.
- Children start in small groups, attending an hour and a half sessions with their parents.
- Both the parents and staff will support the children during the settling process and decide when the child is ready to attend five sessions per week for the full three hour session.

Nursery: Children start Nursery in the September following their 3rd birthday. To ensure a smooth induction we arrange the following:

- Children are invited to Stay and Play sessions in the nursery.
- The teacher and an Early Years Practitioner visit new families (children who have not attended De Bohun Pre-School) at home in the weeks prior to entry. During the visit a ‘getting to know you’ form is filled in to give us as much information as possible about the child.
- Children who have not attended our Pre-School, attend two consecutive sessions per week and build up to five sessions per week. Both the parents and staff will support the children during the settling process and decide when the child is ready to attend five sessions per week.
- Children who have previously attended De Bohun Pre-School will start five sessions per week from September.

Reception: Children start Reception in the September following their 4th birthday. To ensure a smooth induction we arrange the following:

- Children who attend our Nursery join the Reception class in small groups for several sessions during their time at Nursery. These sessions help the children become familiar with both the environment and the staff.
- Children who have not attended our Nursery are invited in for at least one session during the Summer term prior to them starting school.
- We also try to visit new children in their Pre-School placement (if they have one) so that we can see the child in a setting where they are already confident. This also gives us a chance to discuss the child with staff that have known them for some time.
- We visit new children (who have not attended De Bohun Nursery) at home in the Summer term and complete an information booklet to ensure that we have as much information about the child as possible. Parents are also invited to attend a Stay & Play session with their child.
- The majority of children start on the first day of term, attending three part time sessions before attending full time on the fourth day. Discussions between teachers and parents will take place to discuss the individual needs of children (e.g. SEN)

Organisation of classes

Pre-School, Nursery and Reception all offer 60 places. At present we have two Reception classes. The Reception staff work as part of a team and work as a unit; children from the classes have opportunities to work together during free flow times, accessing shared continuous provision in the workshop and garden. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups, they are taught in a variety of ways including whole class groups, small group work, pairs and individually. At times the Foundation Stage will have visiting student teachers and Nursery Nurse students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All visitors will be subject to the school's rigorous safeguarding check.

Learning and Development

The EYFS has seven areas of learning and development.

“Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult led and child initiated activity. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As Children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning ready for Year 1.”

We provide our pupils with a broad and stimulating range of resources – both indoors and outside - appropriate to their stage of development. We ensure full coverage of the seven ‘areas of learning’ which include the three Prime Areas: Communication and Language,

Physical Development and Personal, Social and Emotional Development; followed by the four Specific Areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

All areas of learning and development are equally important. Areas are delivered through a balance of adult led and child initiated activities. Maths and Literacy sessions accommodate for cross curricular activities and learning and development. We set realistic, yet challenging expectations that meet the needs of our children. These expectations are achieved through observation, assessment and planning and evaluation.

A secure foundation is established through learning and development opportunities which are planned by the teachers and based on the children's interests. Children are observed and assessed continuously, teachers then plan from the children's interests and their next steps using assessments.

The revised EYFS (2017) states ***"In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are: playing and exploring ... active learning ... creating and thinking critically."*** In the early years at De Bohun, these characteristics are evident in everything that we do.

Teaching Expectations

Pre-School

- One focus adult led activity per day based on children's interests and stars of the week
- Child initiated free flow play supported and moved on by adults recorded on child initiated planning
- Stars of the Week

Nursery

- Phonics
- Child initiated free flow play supported and moved on by adults recorded on child initiated planning
- Stars of the Week
- Carpet input followed by focus group, adult led activities

Stars of the Week (focus children)

- All about me form is sent home prior to the child's focus week
- Targets are set for the child on the star of the week format
- Children are recorded on the plan and activities are planned to support their interest
- Children are observed and observations are recorded on Target Tracker Link
- Children's interests are used to develop their learning through purposeful play
- Parents are invited in at the end of each week for a parent consultation

Reception

- Adult led morning which includes handwriting and phonics daily, two literacy sessions and two maths sessions per week.
- Afternoons are mainly child initiated free flow play supported and moved on by adults recorded on child initiated planning
- One focus activity per day on prime and specific areas (not Literacy or Maths)
- 20 minute reading session
- Wow weeks will take place the last week of every half term.

Assessment and record keeping

As soon as possible after entry, we observe and assess the developmental age of the children in Pre-School, Nursery and Reception against the document “Development Matters.” We continue to complete this profile during the year. Each child will be observed and a narrative observation will also be completed during their part time sessions to establish a secure baseline.

All staff make regular observations of children in the seven areas of learning these are kept on Target Tracker Link (<https://www.targettrackerlink.com/home/>) for Pre-School, Nursery and Reception children. Photos are taken and observations are uploaded using iPads. The photographs and observations are confidential to school staff and individual children’s parents. Observations and assessments are used to inform staff in deciding possible activities and provision that would help the development of that child and to inform future planning.

Every child in the Foundation Stage including Pre-School has an on-line profile. Key persons and teachers collect evidence for these daily. Key persons and class teachers are responsible for updating their key children’s on-line profiles. All children have an assessment file which holds all information, development matters and updated assessments.

In Reception children have a maths and literacy book. This is where evidence from adult led learning is kept/recorded. Reception children also have an independent writing book - evidence from child initiated learning is recorded in this book.

Development Matters tracking is used as the basis for reporting to parents and informing the teachers for the following year. This is regularly updated and monitored using target tracker termly. Assessment is ongoing and will not entail any prolonged breaks.

At De Bohun we ensure children make good progress and no child gets left behind. We ensure progress is tracked termly using development matters and tracking grids. Children’s progress is closely monitored by SLT and the Early Years Leader who then discuss progress with teachers at fortnightly Enhancing Outcomes Meetings. During the meetings SLT and teachers discuss how to support children, looking at individual needs to ensure they make good or better progress. Interventions in both Nursery and Reception are put in place and adapted when necessary to close any gaps small groups of children may have.

Baseline Data

- EYFS teachers and the Pre-School Manager will meet in July to discuss baseline data for children moving up to Nursery and Reception.
- Children who are new to the school will have a narrative observation completed to support the teachers when establishing a baseline.
- Target Tracker Link observations for all children will inform baseline assessments.

In addition, each child in Reception will complete the following assessment criteria as part of the baseline assessment during the first two weeks at school:

- Phonic passports
- A number pack
- Cold writing
- First 20 words of Year 1 Phonics test (where appropriate)

Pre-School Two-Year Progress Check

- Pre-School progress checks will be completed by the child's key person with support from the class teacher.
- The two-year progress check will be completed between the child's second and third birthday depending on date of entry.
- Upon entry, the child's name is added to the two-year check timetable, all staff will be aware of the child's progress check date and the parents will be informed.
- Staff and parents will liaise to discuss the child's progress during this time.

Assessment at the end of the EYFS

- In the final term of the year a child reaches five, the EYFS profile will be completed.
- The child's progress will be assessed in line with the early learning goals, each child will be assessed as exceeding, expected or emerging.
- Year 1 teachers will be given a copy of the profile along with the supporting evidence.
- Parents will also receive the results of the profile. Parents will be given the opportunity to speak to the person who completed their child's profile if they need further explanation or wish to ask questions.

Assessment Expectations for teachers

At De Bohun we assess all children in the EYFS against the Early Years Outcomes/ Development Matters

When making judgements about which band a child is working within teachers use the following evidence to support their judgements:

- Narrative observations
- Target Tracker Link observations
- Parental input via homework and home visits
- Literacy/ Maths books

- Phonic/ Number passports
- Assessment folders
- Discussions with the team
- Own professional judgement

Assessment Folders

Every child has an assessment folder which will include the following;

1. Areas of Learning coverage front sheet
2. Development Matters for highlighting
3. Printed termly assessment grids (from target tracker)
4. Home visit sheet
5. Baseline Narrative observation sheet
6. Settling in meeting notes (Pre-School only)
7. Star of the week targets (Pre-School & Reception)
8. Phonic/Maths passports (Reception only)

Baseline

- All children need to be given a baseline assessment
- Each new child to the school needs to have had a narrative observation within their first few weeks.
- Narrative observations should be conducted during free play to gather a clear picture of what children can do **without support**.
- In addition to narrative observations, staff should gather evidence using Target Tracker Link to give a clear, all round picture of each child's developmental level.
- Each child needs a named copy of development matters filed in their assessment folder

Highlighting

- Use development matters grids to highlight which band the child is working within for each of the areas of learning.
- **Think of the whole child** – It is unlikely a child will be working within 16 – 26 months in one area and 40 – 60+ months in another area.
- **Think about which areas link together** – For example, 'Speaking' and 'The World' link because most of the statements within 'The World' rely on the child being able to 'talk about' something. Therefore, a child should not be working at a low level in 'Speaking' but at expected levels in 'The World'.

Expected Levels

Below is a table outlining where each child should be working developmentally at each stage of the year.

Stage of Development/ Expectation	Term	Expected Developmental Level
3 year olds Nursery	Baseline	30-50 B
	Autumn 2	30 - 50 W
	Spring	30 - 50 S
	Summer 2	40-60 B
4 - 5 year olds Reception	Baseline	40-60 B
	Autumn 2	40-60 W
	Spring	40 - 60 S
	Summer 2	ELG Expected

Assessment- Target Tracker

- Teachers will use the highlighting to decide if the child is:
 - Below (only one or two parts of the band have been highlighted)
 - Working within (most of the band has been highlighted)
 - Secure (all of the band has been highlighted but they are not yet ready to move into the next band)
- Once highlighting has been completed, the data needs to be translated into the updated on the system (Target Tracker)
- This will be completed during enhancing outcomes meetings
- Once Target Tracker has been updated for each child you will need to print each individual child's levels (see attached document) and place it in their assessment folder.
- Highlight the top of the assessment in the same colour as the development matters highlighting for that term.

Assessment- Target Tracker Link

- Observations must be personal to the child
- If a group photo or observation is uploaded, it must have individual speech or learning for that child
- Assessments must be completed stating whether the child is working towards, achieved etc
- The quantity of observations should reflect the amount of time spent in EYFS per week

Key Person

Every child will be assigned a key person. A letter will be sent home to parents to introduce and name their child's key person. The key person will support and tailor the learning and development to suit the individual child's needs. The key person will be responsible for collecting evidence on their key children and keeping observations up to date. The key person will also liaise with parents and support home/school learning. When allocating key persons, relationships between parents, staff and children are taken into consideration.

The Key Person will also be responsible for;

Pre-School

- Meeting with parents at the end of a child's focus week
- Settling in meetings
- Updating children's home/school books
- Setting children's targets with the Pre-School Manager
- Supporting planning and assessments during focus weeks
- Collecting evidence for home/school books and Target Tracker Link

Nursery

- Meeting with parents at the end of a child's focus week
- Updating children's home/school books
- Setting children's targets with the Nursery teacher
- Supporting planning and assessments during focus weeks
- Collecting evidence for home/school books and Target Tracker Link
- Leading focus led activities with key group daily

Reception

- Parent consultations
- Completing assessments
- Collecting evidence for Target Tracker Link
- Planning and leading focused learning
- Supporting children's next steps through child initiated planning
- Completing reports for parents

Working in partnership with parents

We believe that parents and carers are the child's first and most enduring educators. We aim to work with them as partners in their children's learning. We try to develop a close working relationship between home and school involving parents in their child's development as much as possible. Some of the ways we encourage this are:

- Inviting parents to a 'Welcome to De Bohun' meeting in the Summer term before their child starts Nursery or Reception
 - Visiting the child and parent at home if they are new to De Bohun
 - Welcoming children and their parents to a transition day at the school
 - Parents and teachers have the chance to chat informally at the beginning or end of the school day. Parents are welcome to make appointments at any time if they wish to discuss anything in greater detail or privacy.
 - Reception parents have parent consultation evenings twice annually in line with the rest of the school
 - Pre-School and Nursery parents are invited for parent consultations at the end of their child's focus week, additionally Pre-School parents will be invited for a settling in meeting during their child's first half term
 - Inviting parents into school to read stories or to support activities in class
 - Inviting parents to reading, phonics and maths workshops throughout the year
 - Children in Nursery and Reception receive a report each term
 - Pre-School children receive their two year progress check during the year
 - Support and advice is available regularly for parents of children with special needs.
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- Children in Pre-School and Nursery have a home/school liaison book which goes home once a month. Special drawings, photos and cut outs are kept in the book. Parents are encouraged to add comments, photos and any work from home.
 - Children in Reception have a home/school link folder which goes home once per week. The folder includes work for the children to complete, messages for parents, updates from the children's learning that week and a space for parents to leave comments and questions.
 - Whole-school newsletters are sent out regularly, the school website and Facebook page updates parents with key information and events
 - Parents are invited to watch children perform class assemblies, concerts and other performances throughout the year
 - Parents have access to their child's online profile at home

Safeguarding and Welfare

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. All support staff in Pre-School, Nursery and Reception have had paediatric first aid training. Parents are given this information at 'Welcome to De Bohun' parents meetings and home visits. A letter is sent home to parents at the start of the academic year listing the adults holding paediatric first aid certificates. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be careful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings.

Accidents

Accidents will be managed by the person who witnessed and dealt with the accident. A year group paediatrician should then provide care. An accident form will then be written by the witness and the person giving care. The form will then be shared with the child's parent/carer on the same day and signed. The form is to be stored in the classroom in the accident folder.

Allergies/medical needs

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. Parents/carers are also asked to inform us of any medical needs their child may have. Children's photos are displayed (confidentially for adults only) with medical and allergy information in the classroom and in the dining hall. All adults working with the child are informed. Any medicines/asthma pumps in Reception are stored safely in the welfare room away from the children. In Pre-School and Nursery any medicines are stored in the medical cupboard in the kitchen area and clearly labelled. Medicines are kept out of child reach. Medical plans are kept in the inclusion files in the corresponding classroom. A first aid box is kept in the toilet area of both the Pre-School and Nursery.

Snack times

Healthy and fresh snacks are provided daily in Pre-School, Nursery and Reception. Children can enjoy a piece of fruit or bagel and a small bottle of milk or a cup of water. Snack is free to all children in the EYFS. Staff involved in food preparation and handling hold a food hygiene certificate.

Photographs & Videos

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school website (Children who are 'looked after' will not have their photograph put on the website or any public flyers etc.). We also send home a Target Tracker Link permission form to ensure parents are happy with the staff using the programme for their child.

Links with the community and other agencies

We use the opportunities offered by the local community in the following ways:

- Exploring the grounds of the school and immediate area, visiting local shops and other attractions;
- Visits from people in the locality who come to talk to the children (police, fire, nurses, parents, etc).

Complaints

Complaints will be first addressed by the Early Years staff. If the complaint does not reach a suitable outcome they will be forwarded to the EYFS Leader or EYFS AHT. A written record of complaints will be kept, explaining the complaint and the outcome.

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

