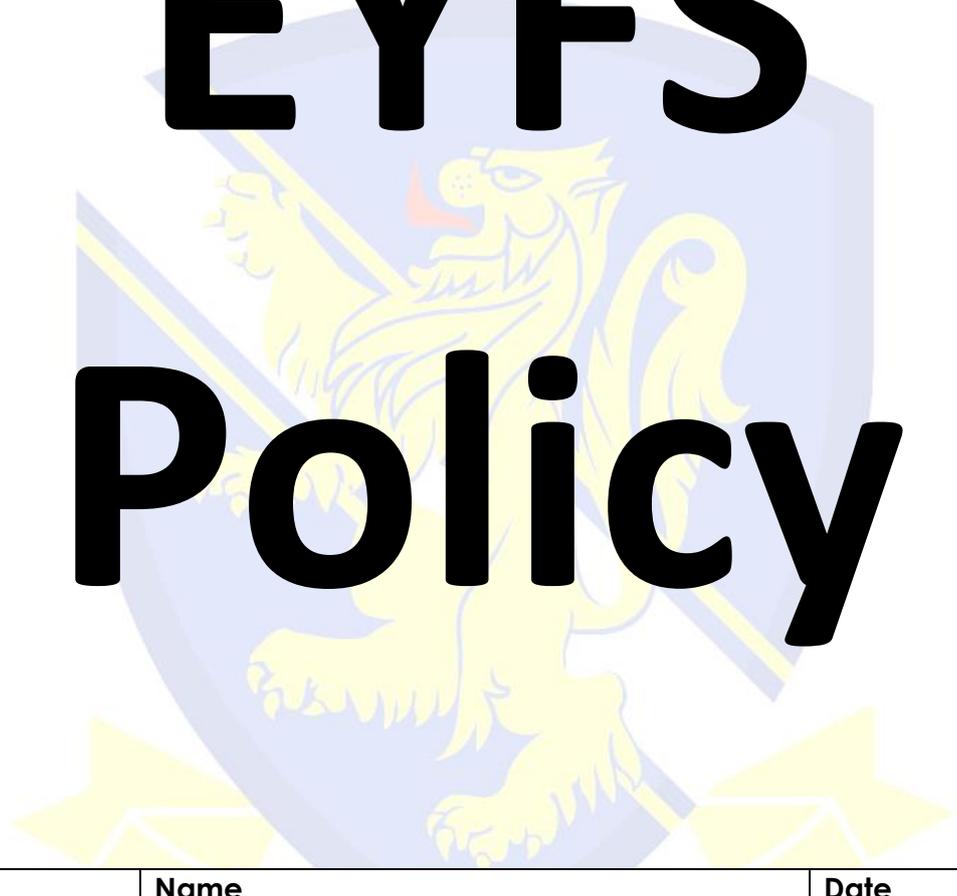


# EYFS Policy



	<b>Name</b>	<b>Date</b>
<b>Prepared by:</b>	Sadie Moorhouse	July 2021
<b>Approved by:</b>	Dominic Smart	
<b>Version number</b>	5	<b>Date of next review:</b> July 2022

The Early Years Foundation Stage (EYFS) 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 2021 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. Admissions out of these intakes will be given start dates based on circumstances after a discussion between the Pre-School Manager and EYFS AHT.

- 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 3<sup>rd</sup> 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 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 4<sup>th</sup> 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 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 Early Years Practitioner 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 2021 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
- WOW weeks will take place the last week of every half term

### **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
- WOW weeks will take place the last week of every half term

### **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 and literacy and maths focus activities alongside independent learning opportunities
- Afternoons are mainly child initiated free flow play supported and moved on by adults recorded on child initiated planning
- Daily number time session
- 20 minute reading session
- WOW weeks will take place the last week of every half term

## Assessment and record keeping

The EYFS (2021) states; Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

As soon as possible after entry, we observe and assess the developmental age of the children in Pre-School, Nursery and Reception recording whether children are 'on track' or 'not on track' to meet their end of year goals. The assessment records are updated termly. We continue to complete this profile during the year.

All staff make regular observations of children in the seven areas of learning. Some of these observations (particularly wow moments) 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. Key persons and class teachers are responsible for updating their key children's on-line profiles. All children have an assessment file which holds information about the child and updated assessments.

In Reception children have a maths and literacy book. This is where evidence from adult led learning is kept/recorded.

At De Bohun we ensure children make good progress and no child gets left behind. We ensure progress is tracked termly using tracking grids and Target Tracker. Children's progress is closely monitored by SLT 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 are put in place and adapted when necessary to close any gaps small groups of children may have.

### **Baseline Data**

- EYFS teachers, the Nursery Manager and the Pre-School Manager will meet in July to discuss baseline data for children moving up to Nursery and Reception.
- 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
- A number pack
- Cold writing
- First 20 words of Year 1 Phonics test (where appropriate)

### **Reception Baseline Assessment**

The Reception Baseline Assessment (RBA) is a short, statutory assessment, taken in the first six weeks in which a child starts reception.

### **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 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 using our school tracking grid.

Teachers make judgements on whether the children are 'on track' or 'not on track' to meet the end of year goals by assessing against a term by term breakdown. When making judgements about whether a child is on track practitioners use their knowledge of the child and their learning. They can also use the following to support their judgements;

- Target Tracker Link observations

- Parental input via homework and home visits
- Literacy/ Maths books
- Number passports
- Phonic assessments
- Assessment folders
- Discussions with the team

### **Assessment Folders**

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

1. Areas of Learning coverage front sheet
2. Assessment tracking grid
3. Home visit sheet (if new to the school)
4. Settling in meeting notes (Pre-School only)
5. Star of the week targets (Pre-School & Nursery)
6. Maths passports (Reception only)

### **Baseline**

- All children need to be given a baseline assessment
- Baseline observations should be conducted during free play to gather a clear picture of what children can do **without support**.
- 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 the assessment tracking grid filed in their assessment folder

### **Target Tracker**

- All tracking grid assessment levels will be uploaded to Target Tracker for a class/cohort view

### **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
- Completing settling in documents; including Pre-School visit form and settling in form
- Setting children's targets with the Pre-School Manager
- Supporting planning and assessments during focus weeks
- Collecting evidence for Target Tracker Link

### **Nursery**

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

### **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
- 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 Reception receive a report each term
- Children in Nursery to receive a report at the end of the year
- 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.
- Weekly homework set and communication with parents through Google Classroom weekly
- The school website/app 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

### Reporting to parents

#### Pre-School

- Settling in report sent home no later than two weeks after a child's start date
- Two year check report
- Star of the week consultations and target form

#### Nursery

- Star of the week consultations and target form (twice per year)
- End of Year Report (Summer term)

#### Reception

- Autumn and Spring term report cards
- Autumn and Spring consultations
- End of Year Report

### 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 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.

