



Rushton CE (VC) Primary School

Happy Learning Together

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Committee	Curriculum
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Cycle	Biennial

Early Years Foundation Stage (EYFS) Policy

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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Rushton CE (VC) Primary School, children join Nursery the term prior to their third birthday. Reception join at the start (September) of the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "learn and develop well and kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

The EYFS is based upon four principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.
- Positive relationships - supporting the children in becoming independent by developing a strong partnership between practitioners, parents/carers and the child.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child, providing an environment that meets those needs.
- Learning and developing - An acknowledgement that children learn in different ways and at different rates.

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, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, class rewards, as well as celebration/ sharing assemblies, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Rushton Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion Policy for SEN.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Rushton is a dyslexia friendly school

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multi-sensory activities including practical activities and ICT, using eyes, ears, speech and fingers, to stimulate learning. We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Welfare

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why these exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

At Rushton School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Rushton we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- the children having the opportunity to spend time with their teacher before starting school during transfer sessions - these are decided in the Summer term before the children enter reception for children who have not attended nursery;
- inviting Nursery parents to view and discuss Learning Journeys on a regular basis;
- inviting all parents to an induction meeting during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- providing parents with a booklet before their child starts school, outlining what their children will be doing and will need on their first day.
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment at the end of each school year;
- recording children's work and achievements in their Profile books and sharing these with parents and carers;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents, celebration assemblies, school visits, Eco drop in breakfast club;
- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision;
- open door policy in mornings when parents drop their children off
- ensuring all parents know that their child's teacher and teaching assistant are their key workers and
- by providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's profile books. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

Teachers and teaching assistants provide the curriculum in Class 1. The classroom is staffed by a teacher and teaching assistant at all times.

Children are taught in a mix aged group, with Nursery and Reception taught together.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the school SENCO in order to access Special Educational Needs support.

At Rushton School, each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. 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. (Statutory Framework for EYFS 2012)

At Rushton we support children in using the three 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; and
 - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- (Taken from statutory framework for the EYFS 2012)

Religious Education is also taught in the reception classes in accordance with Staffordshire guidelines. This is usually delivered in a whole class, weekly lesson jointly with Year 1 and Year 2.

Learning Journeys

Each child's work is carefully recorded and added to their learning journey throughout their time in early years. This provides a detailed record of their achievements and informs future planning.

Assessment

Children are assessed against the EYFS at the end of their Reception year. This assessment records them as working towards, at, or beyond each of the 17 Early Learning Goals. These results are sent on to the local authority.

At the start of Reception, children undergo a baseline assessment using the University of Durham's CEM system. This takes place in the first few weeks of the Autumn term.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Rushton School there are clear procedures for assessing risk (see Health and Safety Policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, a daily risk assessment is conducted of the EYFS

In line with the EYFS statutory framework 2012, at Rushton we ensure;

- A whole school medicines policy is place to cover medicines and the systems for obtaining information about a child's needs for medication. Medicines (both prescription and non-

prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. Forms are kept in the school office in the "Administration of Medicines" folder on the shelf on the back wall.

- A record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2012) Children requiring medicine will have their name written on the whiteboard along with the time the medicine needs to be taken. The staff member administering the medicine will initial their name next to this when this has been done.
- Fresh drinking water is available at all times from the child's own bottle supplied by school
- Children's' dietary needs are recorded and acted upon when required
- Fruit is provided daily at morning play.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). As of September 2015 Mrs Mellor, Mrs Capewell, Mrs Williams and Mrs Cope are first aid trained.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- A risk assessment tick sheet is completed each morning before the Nursery/Reception session starts.
- Staff wear clothing that enables them in getting to a child's level and playing and engaging with children at floor level.

Transition

From other Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition of those children who haven't attended Rushton Nursery.

- Children visit school and spend a series of mornings in Class 1.
- Members of staff from Rushton may make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their

readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

The profile is used to inform planning at the start of Year 1. Children still at the 'emerging' stage will need planned activities to help them reach 'expected' level.