



# **Horndon-on-the-Hill Church of England Primary School**

## **EYFS Policy**

April 2022

**We are all part of God's family. Through trying our best in all we do, we find a sense of belonging.**

***1 Corinthians 12:27 - All of you together are Christ's body, and each of you is a part of it.***

***Respect, Honesty, Thoughtfulness, Courage, Responsibility***

*Signed*-----

*Chair of Governors*

*Date approved*-----May 2022

*Date to be reviewed*-----May 2024

**Equality, Equity, Democracy, Self-help, Self-Responsibility, Solidarity**

## **Early Years Foundation Stage (EYFS) Policy.**

A child's first experiences of school are crucial. The Early Years lay down a foundation that is built on throughout the rest of their learning careers. It is organised to ease the transition from home to school and in such a way that learning takes place through meaningful activity and play.

The children's learning and experiences are based upon the areas and guidance found in 'The Early Years Foundation Stage Framework,' which sets the standards for learning, development, and care for children from birth to five years old. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

At Horndon-on-the-Hill C. of E. Primary School, children can join our Nursery anytime following their 2<sup>nd</sup> birthday until they are old enough to start school. Children start in our reception class in 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.

This is achieved through three prime areas:

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

The skills gained in the prime areas are then built upon in the four specific areas:

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

Within these areas we also look to develop social skills and positive attitudes towards learning, linking this learning to our school values and our Trust co-operative values. The development of social skills is of primary importance to us. Without the ability to interact positively with others or work independently, a child's ability to learn effectively in school is reduced

### **Positive Relationships**

At Horndon-on-the Hill we recognise that children learn to be strong independent learners from secure relationships. We aim to develop caring, respectful, professional relationships with children and their families. Within the Nursery we use a key person approach. The Key worker's role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child, and build a relationship with their parent

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 nursery or school.
- The children can spend time with their teacher before starting school during transfer sessions.
- Nursery children attend a stay and play session before their start date and have individual settling arrangements depending on their need.
- Support children through the transition from pre-school to Reception with the children attending part time during the first week.
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year to detail how we aim to work with their child particularly in relation to reading and phonics;
- 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 and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between children, school, and parents: stay and play sessions, celebration assemblies, school visits.
- Providing parents an opportunity to celebrate their child's learning and development by completing their 'Me, my family and my World books' which inform planning and provision;
- Informal drop-in sessions where parents can discuss their child in an informal context or simply look at their child's learning journey.
- Learning workshops on topics of parents choosing.

### **Our Environments**

We aim to create a high-quality, attractive, and stimulating learning environment where children feel confident, 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 topic work following the Cornerstones curriculum. We also allow staff the flexibility to add to this curriculum to follow the interests of the children and utilise '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 individual learning journeys.

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**

The EYFS staff follow Cornerstones Curriculum and ensure coverage of areas across the whole-time pupils will be within the EYFS. Activities are planned to meet children's abilities and are based on previous learning experiences and outcomes. The units that are taught are designed to meet children's interests as well as their academic needs, encouraging their enthusiasm and promoting each child's uniqueness.

The class teachers are responsible for the weekly planning. These plans highlight the main tasks and differentiated activities that the children will undertake, which are offered through a range of adult-led and child-led activities. These plans are shared with all staff in class each week.

The Nursery staff consists of a teacher, 4 Level 3 qualified staff plus additional support staff from within the school as needed. The reception class has a teacher and at least one LSA. The EYFS Lead oversees both classes and is part of the school's Senior Leadership Team.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The school uses Target Tracker to complete our assessments termly. Assessments are reviewed with the EYFS Lead along with evidence from observations, staff and parents to decide on the level the child is working within. At the end of the year pupils will be assessed at either being at the expected standard or emerging and working towards the expected standard. The exceeding judgement has been removed.

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 SENCO to access Special Educational Needs support that may be required

Religious Education is also taught in the reception class in accordance with Thurrock guidelines.

## **Inclusion/Special Educational Needs (SEN)<sup>1</sup>**

All children and their families are valued at Horndon-on-the Hill 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 consider 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 Special Educational Needs coordinator (SENCO) is called upon for further information and advice. Appropriate steps are taken in accordance with the school's SEN policy. Staff will work with outside agencies such as speech therapists, physiotherapists, pediatricians etc

Staff will:

- Provide a safe and supportive learning environment in which the contribution of all children is valued;
- Use resources which reflect diversity and are free from discrimination and stereotyping;
- Plan challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitor children's progress and take action to provide support, as necessary.

### **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 Horndon-on-the-Hill, there are clear procedures for assessing risk (see whole school risk assessment 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, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

### **Medical**

In line with the EYFS statutory framework 2017, at Horndon-on-the-Hill we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse, or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that medicine has been obtained from the child's parent and/or carer in the form of a care plan. At Horndon-on-the-Hill a written 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 2017)
- Fresh drinking water is always available
- Children's dietary needs are recorded and acted upon when required.
- The classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is always accessible and a record of accidents and injuries is kept. All adults who work within Nursery and Reception are paediatric first aid trained and this is updated as required.
- A health and safety policy and procedures which cover identifying, reporting, and dealing with accidents, hazards, and faulty equipment in line with the school policy.

- A fire and emergency evacuation procedure and policy are maintained by the site manager.

### **Welfare and Safeguarding**

It is important to us that all children in school are 'safe.' We aim to educate children on boundaries, rules, and limits and to help them understand why they 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 Safeguarding 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 Horndon-on-the Hill C. of E. Primary 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 2021. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, prevent the spread of infection, and take 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 are safe and suitable for purposes.
- 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.

### **Transition from Nursery to Reception**

Children will be given the opportunity to take part in a stay and play session alongside their parents within the reception class. They will then have another stay and play session where they can stay without an adult to play. The reception teacher will visit the Nursery on occasion during the summer term to become a familiar face. Families will be provided with photographs of key staff they may encounter so they are familiar with families before they start. Children will attend on a part-time basis for the first 2 days in September and will then stay for lunch before staying for a full day. Our transition in general takes 4 days before the children are full time.

### **Transition from Reception to Year One**

From June half term Reception children will join the rest of the school for break and lunchtimes to get used to the new outdoor space. They will visit their new class teacher for a swop morning. The reception teacher will liaise very closely with the Year one teacher to ensure information is shared. Learning Journals are passed to the Year One teacher so they can be viewed to show the children's progress and attainment. Data is also shared via the data monitoring system used

by the school. During the early days in September when the new Reception intake are not attending full time the reception teacher will also support within Year One and can model lessons with the other teacher to ensure continuity.

