

Early Years Foundation Stage Policy



SKEGNESS INFANT ACADEMY

Title	EYFS Policy
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Introduction

This policy outlines the provision Skegness Infant Academy offers to all its pupils aged three to five years. Children within this age range are taught in The Early Years Foundation Stage (EYFS).

The Foundation Stage has its own framework and is therefore treated as a separate Key Stage. Foundation Stage 1 (FS1) refers to three and four-year-olds and is known as Nursery. Foundation Stage 2 (FS2) refers to four and five-year-olds and is known as Reception.

Our Vision Statement

In Early Years at Skegness Infant Academy, we are proud to provide a safe, stimulating environment where each child is valued for their individual qualities, talents and attributes.

We greatly value the importance that the EYFS plays in laying secure foundations for future learning and development and strive to give our children the best possible start to their school life, in preparation for the next successful steps in their educational journey.

We are committed to ensuring the development of a lifelong love of learning through a curriculum that supports practical real life learning experiences, children's thinking and problem solving, while at the same time nurturing their natural curiosity.

Intent

To give our youngest children the very best start to their education by providing a broad and balanced curriculum and a nurturing and engaging learning environment which is tailored to their individual needs and the needs of the class.

To provide an enriched learning environment that ensures all children, regardless of their background, learn through purposeful play-based activities which foster a love of learning.

To enable all our children to develop verbally, socially, emotionally, physically and cognitively so that they are ready to successfully transition into Year 1.

To have high expectations for all children and promote independence, support self-regulation and their sense of self so that they develop high aspirations and feel that they can achieve their learning goals.

To provide free flow activities in both our indoor and outdoor areas, that encourage play-based activities that are child initiated and in which, through quality interactions with adults, move their learning on.

To broaden children's experiences providing opportunities to try new things and encouraging them to relish a new challenge.

To provide daily teaching and learning of reading (through a systematic synthetic phonics program), writing and maths.

Implementation

To implement our EYFS curriculum we begin each year with looking at the individual needs of the children and consider their different starting points and experiences. We use this to develop a flexible curriculum that is suitable for their needs and stage of development.

The children at Skylarks Nursery and in our Reception classes follow the Early Years Foundation Stage Curriculum. Learning is divided into seven key areas:

The prime areas- Communication and language, Physical development, Personal, social and emotional development.

The specific areas- Literacy, Mathematics, Understanding the world, Expressive arts and design

The prime areas are for building the children's capacity to learn, form relationships and thrive. These are strengthened by the specific areas.

Underpinning these areas are three 'Characteristics of Effective Learning' :

- Playing and exploring - investigate, explore, experience things and 'have a go'
- Active Learning - concentrate and keep trying, adapting their approach to overcome obstacles, and enjoy achievements
- Creating and Thinking Critically - having and developing their own ideas, make links between ideas, and develop their own strategies.

Staff plan a broad range of activities and experiences for the children to develop and learn effectively. In nursery practitioners focus strongly on the 3 prime areas.

We use the development matters educational programmes to ensure that we deliver a carefully planned and progressive curriculum where all areas of learning and development are interconnected.

The curriculum is delivered with a balance of small and large group teaching and a child initiated play based approach. There is a planned balance between children having time to engage in their own activities and those that are planned by adults to focus on developing knowledge and skills. During this time practitioners use timely, quality interactions to consolidate, stretch and challenge children further. Our curriculum provides opportunities to learn, practise, embed, master and apply a range of skills within their continuous provision. Through interaction and observation, EYFS practitioners will add resources where and when necessary to reignite curiosity and enhance the learning environment.

Each term we have a broad theme which can be adapted to meet the children's interests and within this we use a book led approach. We choose high quality texts to support these themes to maximise children's interest and promote a love for reading. We also use skills-based planning to secure and ensure progress in their overall development.

Children have whole class and small group sessions which increase as they go through the early years with daily sessions of phonics using little Wandle, maths and literacy including guided

reading, story times and writing. Little Wandle foundations for phonics is also delivered to nursery children to support phase 1 phonics. In Reception phonics assessments are carried out frequently at all stages through the programme to ensure children are developing at an expected level and to quickly target children that need more support. Maths sessions follow NCTEM mastering number and writing and mark making delivered through tales toolkit and drawing club. In Nursery we use Scribble Club and story dough as a forerunner to Drawing Club and Tales Toolkit which all focus on the prime areas of learning. These sessions spark a love for new language and stories.

Each child is assigned a key person who helps to ensure their learning and care is tailored to their needs. The key person also supports parents in guiding their children's development at home. This is done by informal conversations in Nursery, parents evenings in Reception and through tapestry learning journal and yearly reports. In Reception the key worker is the class teacher and in Nursery it may be a teaching assistant with the class teacher overseeing all key groups.

Staff acknowledge that every child brings a wealth of knowledge and life experience and we enhance their 'cultural capital' and build upon it through widening their experiences further. Tapestry Tuesday sessions offer all children the opportunity to speak and share their wider experiences outside of school with the class, as well as offering opportunity for discussion, questioning and igniting curiosity.

'British Values' are deep rooted in our EYFS curriculum. We promote an environment that enables independence, understanding of our emotions and those of others, creative thinking, respect and tolerance. We foster the importance of democracy where each child feels heard and their opinion matters.

Staff take into consideration the individual needs, interests and stage of development of each child and use this information to plan challenging and enjoyable experiences and activities. Where a child has SEND we discuss the needs with the school SENDCo and parents and link with other agencies where appropriate. We provide intervention which is sometimes in groups or with individuals in play. Staff follow guidance that has been given, to support a child.

The EYFS team work to ensure that children are surrounded by a kind, caring and happy environment which helps the children develop their own personalities in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

Impact

Observation, assessment and evaluation are planned for and used throughout the year to inform planning which will allow children to succeed in their next steps of learning and ensure children's individual needs are met. Assessment is based around the ongoing, observations and recording the 7 areas of learning termly and the 17 early learning goals at the end of the year. The early years teachers and EYFS leader meet weekly to plan based on current observations.

Quality and consistency in teaching and learning enable every child to make progress and reach their potential. Through this progress the children work towards reaching the early learning goal at the end of Reception.

Assessment opportunities include:

Discussions with previous settings on entry.

Reception baseline assessment

Welcomm assessment (Nursery) and Oracy assessment (Reception)

Observations carried out whilst children are engaged in child-initiated play in to gain their level of understanding related to specific skills and concepts.

Observations carried out in group/class teaching to assess children's knowledge of specific concepts and skills.

Wow moments recorded on tapestry learning journal by staff and parents.

Discussions with children and other staff about their interests and learning.

Ongoing termly recording on INSIGHT assessment system to show children who are on track and those needing enhanced support to reach the early learning goals for EYFS and to initiate support and interventions where appropriate.

Discussions with parents at parent consultations.

Pupil progress meetings with EYFS leader and senior membership team.

Participation in internal and external moderation groups.

End of year written report that offers comments on the children's progress. It highlights the strengths throughout the year and gives targets for their future learning.

Structure of the Early Years Foundation Stage EYFS

Our EYFS consists of Foundation Stage 1 (Nursery) and Foundation Stage 2 (Reception). We comply with statutory guidance for staff:child ratios.

Nursery

In Nursery we offer 39 sessions am and 39 sessions pm where children can attend for 15 hours per week, each session lasting for 3 hours per day 5 mornings or 5 afternoons a week (universal free funding for 3 year olds). We also offer extended provision of up to 32.5 hours full time; this includes lunchtime provision as well as allowing additional paid sessions. The Nursery classes are staffed by a qualified EYFS teacher and a minimum of 2 Teaching Assistants.

39 places may be increased dependent on the availability of an additional teaching assistant.

Reception

Reception is divided into 3 classes; each class has a maximum of 30 children. Each class is led by a qualified teacher and is supported at least 1 full time Teaching Assistant.

The EYFS Department is led by the EYFS phase leader.

The EYFS is also supported by the:

- SENDCo Team
- Inclusion Team: Family support worker, Speech and language TA, Education Welfare Officer

The Learning Environment

Skylarks Nursery and the Reception classrooms are organised to allow children to explore and learn securely and safely. There are areas where they can be quiet, active, creative etc. The Nursery has its own outdoor learning space, garden, gross motor development area and an allotment area and Reception classes have their own playground, forest and trim trail. These are used for both adult and child-initiated learning. Outdoor learning is available every day, whatever the weather and offers opportunities to learn in different ways and on a different scale. It also impacts on the children's wellbeing. Children are encouraged to explore, use their senses and be physically active. All areas of learning are explored both in and outdoors.

Enabling Environments

We recognise that the environment plays a key part in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have access to both indoor and outdoor learning environments which are well resourced and organised, enabling them to be independent learners. Our learning environments use materials and equipment that reflect both the community that children come from and the wider world. We encourage the children to select their own activities on offer and ensure the resources and spaces are safe and checked regularly.

Admission Arrangements

Nursery

Children can enter Nursery in the term following their 3rd birthday or in the September of the academic year they are 4 years old. We have 3 intakes a year, September, January, and April, spaces allowing.

Reception

Children enter Reception in the September of the academic year they are 5 years old.

Transition

We recognise the importance of smooth transition and aim to provide all children with a great start to making positive relationships and settling into a new routine and environments. For both Nursery and Reception we have an induction period:

FS1 Nursery Transition

- Parent information/meet the team session.
- Stay and play
- Discussions with previous settings if applicable

FS2 Reception Transition

- We have close links with all feeder pre-school settings and have meetings with the practitioners from these settings.
- Transition information forms from pre-schools
- Reception open evening
- Virtual story time session
- Parent and child visit to school
- Staff to visit pre-school settings

FS2 Reception to Year 1

- Parent meet the teacher session
- Transition meetings with previous teacher.
- Story time session with KS1 teacher
- KS1 playtime sessions
- Transition morning
- Class Teams activities

There will be enhanced transition for identified children and children with additional needs where appropriate.

Children moving from our Nursery to Reception will receive additional visits and time with new teachers in their setting.

During the first week children will attend 15 hours either an AM or PM session.

Teaching in Reception builds on the children's experiences and learning from Skylarks Nursery.

Confidentiality

All adults working in EYFS must understand that all information in the course of employment will be kept confidential. Details of children, families and staff must remain confidential and must not be discussed outside of the academy.

Staff are not allowed to take photos or videos in EYFS using their personal mobiles, tablets or cameras.

Inclusion

We value the diversity of individuals within the academy and do not discriminate against children because of 'differences'. All children at Skegness Infant Academy are treated fairly regardless of race, religion, gender or ability. All children and families are valued within our academy.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those with diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop 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
- monitoring children's progress and taking action to provide support as necessary.

For those children with special educational needs, the focus will be on removing barriers for children and on preventing learning difficulties developing. Children's learning difficulties will be identified at an early stage and teaching will respond quickly to areas of need. This will involve working closely with parents and developing an effective strategy to meet these needs. Advice and guidance will be provided by academy SEND Team and an Individual Provision Map (IPM) will be written. Outside agencies may become involved if necessary.

Safeguarding and Welfare

'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.' (Statutory Framework for EYFS 2021)

We follow the Statutory expectations for EYFS set out in the 2021 Framework and follow the Academy's training, guidelines and policies on health and safety, medical, and safeguarding.

We will:

- provide a setting that is welcoming, safe and stimulating for children.
- Promote good health - including oral health - toothbrushing
- Managing behaviour effectively that is appropriate to the children's stage of development and individual needs.
- Ensure that the setting, furniture and equipment is safe and suitable.
- Maintain records, policies and procedures.

Keeping Safe

It is important that all children in school are 'safe'. We aim to educate children on the boundaries, rules and limits that are there to keep them safe. We provide children with choices and experiences that help them develop important life skills. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise risk and hazards.

Children will only be handed over personally to a Parent or Carer at the end of the day unless staff have been notified of any change. A security password system is set up on entry to the academy. No one under the age of 16 is allowed to collect a child in the EYFS.

In the EYFS we will complete a risk assessment for any occasion that the children are leaving the academy premises.

Intimate Care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure. Most children are able to carry out personal care and hygiene themselves such as hand washing and toileting. However, depending on a child's age and development, they may need some support, for example in dressing, wiping their bottom after using the toilet and changing nappies and underwear after accidents.

Every child has a right privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. Where understanding allows, consent will be asked from the child before intimate care takes place and whenever possible children will be able to select the adult that they would like to support them.

Any child in Reception that needs further support from staff with intimate care will have a care plan that will be put in place with the support of the SEND team and parents. No intimate care is given without written permission from the parent or carer.

First Aid

At least one person who has a current Paediatric First Aid Certificate must be on the premises at all times when children are present and must accompany children on outings.

Staff will follow the academy's head bump and accident procedure - see appendix 2.

Parents will be informed of head bumps and accidents in accordance with the academy's head bump and accident procedure - see appendix 2.

Good Health

All children are offered a piece of fruit each day as well as being given the choice of milk if they are under 5 years old (after this they can still pay for milk). They are encouraged to bring a bottle containing water and have access to it at all times.

Children in Reception take part in the Lincolnshire Smiles programme and brush their teeth during the day.

Children are encouraged to take part in many physical activities including active learning during child initiated play, Sticky Kids and Squiggle while you wiggle in Nursery and action songs, yoga, dance and 5 a day in Reception. Directed PE sessions take place in Reception from the beginning of the summer term.

Parents as Partners

We aim to develop caring, respectful, professional relationships with children and their families. We recognise that parents and carers are children's first educators and support them in becoming resilient, confident and independent people. We strongly believe in the valued partnership between parental input and school learning. We aim to provide a range of opportunities to inform parents about children's learning experiences and progress.

Opportunities include:

- Information meetings for new parents and children for both nursery and reception.

- Summer visits to nursery and reception by children and parents to the classrooms
- Reception Parent Consultations held a minimum of twice a year, October and March to discuss their child's progress and wellbeing. Written report in July. Nursery meetings take place informally on a daily basis and include termly workshops.
- Tapestry: parents and carers will be able to see posts of their child's learning at school. This will also be used as a communication tool for home challenges and information. Parents and carers can also add posts to Tapestry of their child's learning at home.
- We encourage parents to share children's achievements at home, through completing All About Me forms and home challenges
Inviting parents to phonics and reading workshop.
- Arranging a range of activities that encourage collaboration between child, academy and parents: Parent creative workshops to work with their child, story sack and book share sessions, Nativity performance, sports day etc
- Termly Curriculum Letters outlining the term's topic and some ideas for talking about at home.
- Operating an 'open door' policy for parents and carers with any queries or concerns.
- Sharing reward points on class dojo.

Class Teachers are the assigned 'Key Person'. It is their responsibility with support from the other adults to settle in the children and ensure that learning and care is tailored to their individual needs.

We believe that it is very important that parents and staff work closely together, as sharing our knowledge of the children will enable us to plan appropriate experiences and opportunities.

Where children in FS1 attend more than one setting, we aim to ensure continuity and coherence by sharing information about the children's achievements.

Legislation and Statutory and Non-Statutory Guidance

Statutory Guidance

This policy is based on the statutory requirements:

- Statutory Framework for the Early Years Foundation Stage EYFS.
- Reception Baseline Assessment and Reporting Arrangement 2021
- Keeping Children Safe in Education 2021

Non-Statutory Guidance

- Early Year Foundation Stage Profile Handbook 2022
- Assessment and Reporting Arrangements (ARA-current year)
- Development Matters 2021

See Appendix 1 for a list of statutory policies and procedures for the EYFS.

Review

Agreed: September 2024

Review: September 2026

This policy will be reviewed by the EYFS phase leader and approved by the Head of School every two years.

At every review the policy will be shared with all staff. It is the responsibility of those working in the EYFS to follow the principles stated in this policy.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy SIA and GAT Trust
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Covid 19 related policies	See whole school covid 19 policies

Appendix 2. Accident Procedure Guides

Head bump/Accident Procedure—STAFF guide			
HEAD BUMP PROCEDURE			
Low risk head bump	- no mark/no bump/small red mark or small graze etc. child presenting as well and coherent.	Action: First aid administered if required, generic low risk Xpression/email sent to say that child bumped head at school today.	Write up in year group folder and bring to the office at the end of dinner break
Medium risk head bump	- wound/visible raised bump etc. child presenting as well and coherent.	Action: First aid administered, generic medium risk Xpression/email sent. Give option for parent/carer to call for further information or to speak to class teacher at home time.	Write up in office folder and add to CPOMS
High risk head bump	- wound/visible raised bump etc. child complaining of headache/feeling unwell etc.	Telephone call home to parent/carer asking to collect and monitor at home/A&E check-up	Write up in office folder and add to CPOMS
Serious head bump	- serious wound/bruising, child presenting as if coherent, dazed, vomiting, etc.	Action: First aid administered, headstone call made home informing parent/carer that an ambulance has been called	Write up in office folder and add to CPOMS
ACCIDENT PROCEDURE			
Low risk accident	- no mark, red mark to very minor graze etc.	Action: First aid administered if required. Class Teacher/TA will inform parent/carer at home time.	Write up in year group folder 1st aider to inform class Teacher
Medium risk accident	- visible bleeding graze/wound, nose-bleed, minor cut, etc.	Action: First aid administered, generic medium risk Xpression/email sent advising of accident. Give parent/carer option to call for further information or to speak to class teacher at home time.	Write up in office folder 1st aider to inform class Teacher and add to CPOMS
High risk accident	- Possible A&E check-up for E.O. Fall (army in pain), wound/cut that would need dressing etc.	Telephone call home to parent/carer asking to collect and take to A&E for a check-up	Write up in office folder and add to CPOMS
Serious accident	- Serious wound, major bleed/cut/accident, bleeding, severe	Action: First aid administered, headstone call made home informing parent/carer that an ambulance has been called	Write up in office folder and add to CPOMS

Head bump/Accident Procedure—Parent/carer guide		
HEAD BUMP PROCEDURE		
Low risk head bump	- no markings/bump/small red mark or small graze etc. child presenting as well and coherent.	Action: First aid administered if required, generic low risk Xpressions/email sent to say that child bumped head at school today.
Medium risk head bump	- wound/visible raised bump etc. child presenting as well and coherent.	Action: First aid administered, generic medium risk Xpressions/email sent. Give option for parent/carer to call for further information or to speak to class teacher at home time.
High risk head bump	- wound/visible raised bump etc. child complaining of headache/feeling unwell etc.	Telephone call home to parent/carer, asking to collect and monitor at home/A&E check-up.
Serious head bump	- serious mark/wound/bump, child presenting as incoherent, drowsy, vomiting, etc.	Action: First aid administered, telephone call made home informing parent/carer that an ambulance has been called.
ACCIDENT PROCEDURE		
Low risk accident	- no mark, red mark to very minor graze etc.	Action: First aid administered if required, Class Teacher/TA will inform parent/carer at home time.
Medium risk accident	- visible bleeding graze/wound, nosebleed, minor cut, etc.	Action: First aid administered, generic medium risk Xpressions/email sent advising of accident. Give parent/carer option to call for further information or to speak to class teacher at home time.
High risk accident	- Possible A&E check-up for E.G. fall funny (in pain), wound/cut that would need dressing etc.	Telephone call home to parent/carer asking to collect and take to A&E for a check-up.
Serious accident	- unconscious, major bleeding/open wounds, drowsy.	Action: First aid administered, telephone call made home informing parent/carer that an ambulance has been called.