

# Earith Primary School



## Early Years Foundation Stage Ethos

**Being safe, being respectful, being *our* best**

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

*Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'*

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Earith Primary School, children join the 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. We endeavour to ensure that children "learn and develop well and are 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)

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

We aim to:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment that is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

The EYFS is based upon four principles:

1. A unique child – developing resilient, capable, confident and self-assured individuals.
2. Positive relationships – supporting the children in becoming strong and independent.
3. Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
4. 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, as well as, sharing assemblies and awards, to encourage children to develop a positive attitude to learning.

## **Inclusion/Special Educational Needs and Disability (SEND)**

All children and their families are valued at Earith 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 discussed with parents/carers at an early stage and the school's SENDCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's SEND policy.

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.

### **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 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.

"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 Earith 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 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 all EYFS staff have attended a child protection training course.
- Ensure a practitioner is designated to take lead responsibility for safeguarding
- 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 Earith Primary School, we recognise that children learn to be strong 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 starting school and providing the opportunity for parents to talk to staff before their child starts in our school;
- The children have the opportunity to spend time with their teacher before starting school during transfer sessions;
- Inviting all parents to an induction meeting during the term before their child starts school.
- 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 and have the opportunity to discuss this with the Class Teacher;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents such as: sharing assemblies, school visits, parents drop ins.
- Providing parents an opportunity to celebrate their child's learning and development by completing and returning news from home certificates or shared communication through Tapestry, which inform planning and provision;
- Written contact through the home-school reading diary;

- 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 indoor and outdoor learning environments that are set up with enhanced and continuous provision. We also make use of the school grounds through using the woodlands and large field where the children are able to explore and learn in different environments.

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 and extend their current interests and experiences.

## **Learning and Developing**

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 SENDCO in order to access Special Educational Needs support.

At Earith Primary 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)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Earith Primary School, 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 class in accordance with Cambridgeshire guidelines.

The Class Teacher will be the assigned key person for all children. The Class Teacher, together with observations and input from other staff who work within the EYFS class will ensure every child's learning and care is tailored to meet their individual needs.

### **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 Earith Primary School, there are clear procedures for assessing risk (see whole school risk assessments) 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)

In line with the EYFS statutory framework 2012, at Earith Primary School 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 a doctor, dentist, nurse or pharmacist has prescribed them. 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 particular medicine has been obtained from the child's parent and/or carer." At Earith Primary School 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 2012)
- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required.
- A fruit snack is provided during the morning, usually to coincide with morning playtime.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). There are teaching assistants working in the EYFS classroom/school who have received paediatric first aid training.
- The Head teacher is the named behaviour manager for the whole school with the EYFS leader as the lead behaviour manager for the Early Years. (Refer to SEND policy, behaviour policy, physical intervention policy and anti-bullying policy).
- 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.
- There is a set of class iPads that are used for school purposes. A record is kept in the school office of children who do not have permission to have photographs taken.

- Staff in EYFS do not use personal mobile phones in the classroom. They are to be kept in the staffroom during school hours.

## **Transition**

### **From 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.

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- Staff visit the on-site pre-school to meet parents and children.
- Children at Earith Pre-School (main feeder setting) will have visits with their key workers into school where they get an opportunity to engage with the current reception children. Children from other settings are invited to attend these sessions.
- Children requiring extra support may 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'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

The EYFS Profile results will be reported to the local authority following the appropriate assessment and reporting procedures.