



Micklem Primary School Early Years Foundation Stage Policy

Responsible Committee	Curriculum
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Date Reviewed	September 2023
Next review	September 2025
Signed on behalf of the Governing Body	K Shah
Print name	Kay Shah

OUR MISSION STATEMENT

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. Our aim is for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. At Micklem we believe in nothing but the best!

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The EYFS comprises of a morning only Nursery Class and a full time Reception class.

We adhere to ratios for the age group and provide additional support for individual children as appropriate.

At times the EYFS will have visiting student teachers and college students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have appropriate safeguarding checks.

The EYFS staff work as part of a team and staff can work flexibly across Nursery and Reception as necessary. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are taught within their own class groups, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care. Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years EYFS and child development. We hold monthly EYFS staff team CPD meetings, where we focus on matters that are pertinent to our school and unique to staff team and children's development needs.

Transition

The EYFS effects a smooth transition from home to school and offers stability for the younger child. During the term before Nursery and Reception children start, we will contact any previous settings and visit as appropriate to meet the child and speak with their key adults at that setting. We also use the Hertfordshire Transition Level of Need Toolkit in order to find out if children have specific transition needs.

Reception children:

In the summer term before they start, home visits are carried out by two Reception staff to meet the child and their family in a familiar environment. The child will be shown photographs of the Reception setting and meet their teachers. Staff and parents have the opportunity to ask questions and share information regarding each child. Children and parents are then invited to a drop in session to the Reception class in the summer term where we also hold an informal parents information sharing session. Children and parents are also invited to sample a school lunch before heading home. Children in Reception may build up from part time to full time.

Nursery children:

For Nursery children we commence our transition programme in September as we feel this prepares them better closer to the time they start Nursery. All children are offered a home visit. Following this they can attend a stay and play session where they visit with a parent and meet the other children and explore the setting. Children in Nursery join with a staggered start.

For children who join later in the term or the term after which they turn three years old (for Nursery), they will be offered the same home visit and stay and play to ensure they receive the best possible transition into our school.

Environment:

In all classes children are provided with an environment in which they are given opportunities to express themselves using a variety of media and suitable materials to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop self-awareness and self-confidence.

In the EYFS we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating

environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

EYFS Areas of Learning:

The Early Years EYFS is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

Prime Areas:

- 1. Personal, Social and Emotional Development
- 2. Communication and Language
- 3. Physical Development

Specific Areas:

- 4. Literacy
- 5. Mathematics
- 6. Understanding of the World
- 7. Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet 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 from diverse linguistic backgrounds.

Personal, social and emotional development:

At Micklem we follow the Jigsaw PSHE scheme of work in the EYFS and the rest of the school. This ensures that the children are encouraged to

learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

Physical development

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done through both daily indoor and outdoor activities and by learning with a wide range of resources.

Communication and Language

This covers all aspects of language development; speaking, listening, concentration and understanding.

We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together. Every child in the EYFS is screened on entry using the 'Wellcomm' speech and language tool, in order to quickly identify any child with emerging speech and language difficulties. Activities and interventions are then carefully planned to endeavour to close the gaps and develop the children's language skills.

Literacy

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

Mathematics

At Micklem we follow the Herts Essentials scheme of work in Reception and Essentials for Counting in Nursery. Through this we aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-

number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the EYFS children start learning to tell the time and are given opportunities to learn about money and simple calculations.

Understanding the world

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology. At Micklem we will always strive to invite a range of visitors into school for example animal encounters and people with varying job roles. We will also carry out local visits in order for the children to develop a sense of where they live and the natural world.

Expressive arts and design

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching through various times during the year. Children are given the opportunity to participate in school productions and assemblies.

Outdoor learning

We have an outside learning space which children have access to each day. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there are a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

“Outdoor learning makes a major contribution to children’s development. Young children will be missing out on important learning opportunities if quality outdoor provision is not available to them regularly.”

THE GREAT OUTDOORS by MARGARET EDGINGTON

At Micklem we recognise the importance of outdoor learning and we aim to create an outdoor area which is stimulating, exciting, takes

account of the children's interests and is used throughout the year as a learning environment.

We will:

- Use the outdoor space as a natural resource for learning.
- Include the outdoor area when planning for continuous provision.
- Include children when planning for learning outdoors.
- Provide the opportunity for children to access the outdoor area on a daily basis.
- Ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity.
- Ensure the outdoors offers children the opportunity to develop their gross motor skills.
- Encourage the children to respect the outdoor environment and care for living things.
- Give children the opportunity to manage and use the space and freedom afforded by the outdoors.
- Give children the opportunity to work alone or in collaboration with peers or adults.
- Teach the children to use tools safely and appropriately.

How will we do this:

- We will audit our provision and develop an action plan.
- We will work together as a team to plan for learning.
- We will include the children in the planning process by observing them and asking them what they would like to do outdoors.
- We will take time to track areas on a regular basis to monitor use and effectiveness of the provision.
- We will enhance and/or change provision when necessary.
- We will provide access to suitable clothing and footwear for both children and adults in the EYFS in cases of extreme weather conditions and for when they are doing specific messy/wet activities.
- We will provide sun hats and ensure sun cream is applied as and when necessary. (Parents' permission will be sought beforehand)
- We will conduct a risk assessment each day ensuring the area and resources are safe.
- All staff will be mindful of safety whilst outdoors and if they feel safety is compromised in any way they must report it to the EYFS Lead.
- We will ensure that there is a first aider available and an adequate first-aid kit to hand in the case of an accident.

All EYFS staff will know that the adult's role in creating an effective environment is to;

NOTICE (observation) being able to see what children are 'really' doing.

RECOGNISE (assessment) understanding the significance of what is taking place and what the thinking is.

RESPOND (planning) making very careful decisions about what to do to support and extend the thinking and learning.
And that an effective environment will always take children's learning forward.

Planning

We have an overarching long term plan which gives details of themes across the year including festivals and seasons.

Medium term plans give more detail for each half term but are not rigid or 'set in stone'.

Weekly adult led planning will be completed for Reception for English, Maths and Phonics. For Nursery a weekly plan will include detail of adult led sessions and phonics.

For Child Initiated Learning, Anna Ephgrave's 'Planning in the moment' pedagogy will be implemented on a day to day basis and staff will plan together daily, for the following day based on the children's interests.

Herts for Learning planning proformas will be used where appropriate.

Assessment:

In line with the curriculum reforms our assessment will be based on the professional judgement of our staff. Development Matters and Birth to Five Matters will be used as reference materials to judge whether a child is at the expected level of development on entry and throughout the year. The Herts tracking system will be used termly to record whether a child is at the expected level for each area of learning.

The Tapestry online journal system will be used to record significant learning moments for the children and these will be shared with parents. As per the Anna Ephgrave model we will also have focus

children each week to observe more closely. This will entail taking photographs and videos of the children during their focus week which will then be shared with their parents/carers. Short descriptive notes will be made to accompany the photographs/videos and staff can use the reflections and areas of concerns functions on tapestry to aid professional discussions about the children's progress and development. Staff can simply use the photographs and videos as a discussion point during assessment meetings. All children will have approximately two observations/ wow moments each half term which are short and more of a communication for parents. No skills or specific development matters will be tracked or 'ticked off'.

Statutory Assessment

When children enter the Reception class they will be assessed using the statutory Government Reception Baseline Assessment. At the end of the year we will assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are at Emerging or Expected level.

Parents

Parents are included in their child's learning journey via Tapestry, emails, Homework, Notice boards and the Website. School reports are given out at the end of the year and parents are given the opportunity to discuss them with the teachers on an open evening in July. Parents are invited into school throughout the year for things such as workshops, sharing assemblies and social events.

Photographs and 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.

Safeguarding Children

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is

available in school and on the school website for parents to read if they wish.

Equalities and disabilities

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available at school on the school website.

Special Education Needs

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) and Gifted and Talented policy available at school and on the school website.

Health and Safety

We have a Health and Safety policy which all staff and students are familiar with and all staff receive basic first aid training in school annually. EYFS staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful 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. A full Health and Safety Policy is available in School and on the school website.

Allergies

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. A note of this is kept in the kitchen area and all adults involved are informed.

Medical Needs

We keep a note of any medical needs, allergies, children who need inhalers, piriton, epi-pens in classrooms so everyone is aware of the individual needs.