

# Leading Learning Trust – Early Years Foundation Stage

**This Teaching and Learning Policy  
applies to Portway Primary School and  
to Selwyn Primary School**

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<b>Reviewed by:</b>	Leadership team
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## 1. OVERVIEW OF THE POLICY MANAGEMENT PROCESS

### 1.1. Document history

Date	Document title	Version
October 2016	Initial release as a policy separately applicable to Selwyn Primary School and to Portway Primary School	1.0
July 2019	Review after 3 years of operation of the policy	2.0

### 1.2. Review and approval

The Leading Learning Trust trustees have overall responsibility for the policy.

The CEO is responsible for the operation of the policy within the schools, as well as for the maintenance of a record of concerns raised in accordance with this policy and the outcomes.

This policy is reviewed every 3 years by the School Leadership Team, and is then ratified by the CEO.



## 2. THE POLICY

### 2.1. Introduction

The Early Years Foundation Stage (EYFS) provides the initial and vital building blocks that will essentially contribute towards the rest of their education and onwards into adulthood. The framework supports children's learning, development and welfare.

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'*

(Statutory Framework for the Early Years Foundation Stage, 2012)

### 2.2. Aims

In the Early Years setting across the Leading Learning Trust, we believe that all children are entitled to the best possible start in their school life. We aim to support each child's learning, development and welfare needs by:

- Providing a safe and secure environment where children feel happy to come to school and feel looked after by all adults.
- Providing a stimulating and interactive environment that will develop children's confidence, independence and encourages them to become active learners.
- Recognising that all children are unique and that all learning is personalised and catered according to the child's needs.
- Nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Understanding and valuing the importance of the role that play has in children's learning and development.
- All adults modelling and encouraging children to express and communicate their needs and feelings in appropriate ways.
- Providing learning opportunities for a range of skills and areas both inside and outside that reflect children's interests and which encourages the development of a natural desire to learn.



- Celebrating and valuing similarities and differences within the setting and the wider community.
- Providing children with stimulating experiences which build upon and extend their existing knowledge and understanding.

## **We have agreed to adopt the principles from the Early Years Foundation Stage Curriculum.**

The Early Years Foundation stage refers to the children from birth to the end of the reception class. Our approach and daily practice are primarily based upon the four main inter-related principles of:

- **Positive Relationship:** *establishing a safe and secure partnership between the key person, the child and the parent or carer so that children learn to become confident, happy and independent learners.*
- **Enabling Environment:** *by having high quality interactive areas and well-resourced classes so as to support and extend children's development.*
- **Learning and Development:** *through our ongoing differentiated planning and robust assessment. This ensures that each child's needs are catered for according to their different ways of learning and different rates of learning for all of the seven learning areas.*
- **Unique Child:** *every child is treated fairly regardless of race, religion or ability. Children's individual needs are supported through early interventions with the guidance and advice from specialists. Children are encouraged to discover boundaries and learn to make choices with the support from the key-person, parents or carers and the child themselves. EYFS staff observes each child's development and learning, assess progress and plan for next steps.*

By the end of their Reception education, the majority of the children would have been given every opportunity to achieve many of the Early Learning Goals (ELGs) based upon the above principles.

## **2.3. How our work is organised and planned**

### **2.3.1. Admission, induction and entry arrangements, including the age of admission and transfer**

Arrangements for admission to Selwyn and Portway Primary School are:



- Parents/carers are encouraged to apply for a place for their child by their second birthday.
- Initially places are offered to children as soon as they are three years.
- Application forms for admission are available from the school office.
- The Leading Learning Trust has adopted the Admissions Policy of the London Borough of Newham.

### **2.3.2. Session times**

All children must be accompanied to and from school by an adult. Children are only released at the end of the day to a relative/carer or known adult.

- For Nursery the morning session begins at 8.45am and ends at 11.45am. The afternoon session at Portway begins at 12.15pm and ends at 3.15pm. The afternoon session at Selwyn begins at 12.20pm and ends at 3.20pm.
- For Reception the day begins at 8.45am and the day ends at 3.00pm.

### **2.3.3. Food options**

Across our trust, our schools are part of a Free Fruit and Vegetable Scheme. Reception children are offered fruit during the day and have access to water throughout the day. Nursery children have access to milk, water and fruit during their session.

Reception children are offered a Universal Infant Free School Meal (UIFSM); however, parents can choose to send children with a packed lunch. Nursery children with a full time place bring in a packed lunch from home. Advice on contents is available from staff or the school. As we are healthy schools, we ask parents/carers to support the schools by ensuring that their children have a healthy, balanced meal. Crisps, cakes, biscuits, sweets and fizzy drinks are not allowed.

### **2.3.5. Organisation of classes**

Children aged from three and four years old attend the Nursery. There is one intake to the Reception class, which is in September.

All groups are supervised at all times by a trained member of staff. Small groups working with volunteers or parent helpers are always supervised by members of staff.



Outdoor activities, likewise with indoor activities, are planned in accordance with the EYFS, reflecting the breadth of the EYFS curriculum. All children are encouraged to participate in outdoor and physical activity and do so in all weathers. Parents/carers will need to ensure that children are suitably dressed.

### **2.3.6. Whole school activities**

The Reception classes begin to participate in whole school assemblies throughout the year. Children have access to the PE equipment, computers and cooking facilities.

### **2.3.7. Information for parents and carers and opportunities for them to join our activities**

The following information is provided for parents/ carers:

#### *Before admission in Nursery*

The school website provides a host of information for parents/carers who are interested in applying for a place at our school. Each parent has a meeting with a member of the EYFS team as part of the admissions process.

All children and their parents have the opportunity to meet with a member of the EYFS staff team before beginning either Nursery or Reception. The aim of this is to establish links between home and school, to familiarise the child and their parents with the staff that will be working with them and to collect some key information about the child that will aid the process of the child settling into school. At each school there are timetabled slots where parents can stay and play with their child and find out what their child has been learning that week. Information on emergency contacts and medical conditions is collected for each child and regularly updated.

#### *After admission*

Parents/carers are encouraged to participate in educational visits within the community and to share their skills and interests with the children.



Parents/carers are encouraged to attend ongoing training classes to support their children's learning at home. Parents/carers are also invited to a 'Parent Consultation Day' or 'Learner conference' to discuss and share their child's 'Learning Journey'.

Parents/carers whose children will be attending our reception classes or will be moving onto Year One are invited to a transition meeting towards the end of the academic year. For children who are new to our school, parents/carers and the child are invited to meet with the teacher and for a tour around the early years setting.

#### *End of year summative report*

Towards the end of the summer term, all parents/ carers whose children will be starting their Reception or Year One education in the next academic year are given a summative report of their child's progress and achievement for the seven areas of learning and development, as well as the three 'Characteristic of Effective Learning' (Please refer to section 3 for more information about the EYFS curriculum). Parents/ carers are given the opportunity to provide a written feedback or to discuss their child's report with the class teacher and the key person.

#### *Upon exit from Nursery*

Children are taken to the Reception classes towards the end of the summer so that they can become familiar with the new setting. For children who will be starting their Reception education at another school, their 'Learning Journey' is sent to their new school and the school is contacted to share any other information about the child.

### **2.3.8. Health and safety procedures followed by the EYFS staff**

*'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have a positive relationship with the adult caring for them'*

(Statutory Framework for the Early Years Foundation Stage, 2012)

There are a number of procedures and protocols that all staff working in the EYFS follow as a part of their daily practice. These include the following:

- 'Hand to Hand' collection procedures are enforced when an EYFS staff member is handing over a child to the parent or carer at home time. This procedure is displayed on the classroom entrance/exit door.
- At Portway 'Password Collection': the individual, who has been given permission by the parent or carer, to collect the child must share the password with the member of



the EYFS team before the child is released into their care. Whilst at Selwyn the parent or carer should have notified the teacher or the school office by the end of the school day, who will be collecting the child.

- 'Health & Safety Roles and Responsibilities' are displayed in the foyer area of the nursery building and in the reception classes.
- An EYFS member of staff is a part of the 'Child Protection Team'.
- 'Changing Procedures' are displayed in the Nursery changing room and in the Reception toilets.
- 'Accident book', or digital alternative MedicalTracker for the paediatric trained first aider to record an account of the minor accident and medical procedures administered. This information is shared with the parent or carer.
- 'Daily Risk Assessment Checklist' carried out for all areas inside and outside the EYFS setting.
- Follow the 'Evacuation Procedure' in the event of a fire or any other emergency which is displayed in the foyer area of the Nursery building and in the Reception classes.
- Record and display the number of children that have attended the morning and then the afternoon session during 'Registration Time' in Nursery and Reception on the designated board.
- Completing 'Risk Assessment' prior to going on an educational visit (refer to the educational visit policy for more information).
- Pre-placement interview and induction for all students and volunteers who will be working in the EYFS setting. Recording their DBS number and a photocopy of photographic evidence (e.g. passport) is carried out by the school's office staff and stored by the School Business Manager.
- All staff members wear a green coloured lanyard which is attached to an identification card. Long-term students and volunteers wear a blue coloured lanyard which is attached to a badge stating the person whom they are working with and the class.

## 2.4. Early Years Foundation Stage curriculum

### 2.4.1. How we teach the EYFS Statutory Framework

Teaching in the EYFS setting across the Leading Learning Trust is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March, 2012).

It is centred on **three prime** areas of learning which are:

- Personal, Social and Emotional Development (PSED)
- Communication & Language (CL)



- Physical Development (PD)

The EYFS staff supports activities through **four specific** areas which strengthen the prime areas and these are:

- Literacy (L)
- Mathematics (M)
- Understanding The World (UTW)
- Expressive Arts and Design (EAD)

Our curriculum framework covers the seven areas of learning and experience:

**Communication and Language (CL)** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical Development (PD)** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, Social and Emotional Development (PSED)** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Literacy (L)** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

**Mathematics (M)** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers; calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

**Understanding the World (UTW)** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.



**Expressive Arts and Design (EAD)** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Equally the EYFS staff reflect on the three 'Characteristics of Effective Learning' (different ways that children learn) and incorporate these into their practice (i.e., planning, observations, assessment and guiding children's activities). These are as follows:

- *Playing and Exploring* - children are encouraged to explore and experience things and 'have a go'.
- *Active Learning* - children keep on trying if they come across difficulties and enjoy achievement.
- *Creating and thinking critically* - children have and develop their own ideas, make links between ideas and approaches for doing things.

#### **2.4.2. Planning and delivering our EYFS curriculum**

Our curriculum is planned through a series of themes and topics, each of which offer experiences in all seven areas. Our planning covers themes and core aspects such as, book experience, outside play activities, free exploration of natural materials and opportunities for writing. Teachers, nursery nurses and teaching assistants discuss together to provide a linked series of activities over each term, week and day.

We plan a mixture of directed and free choice activities and children's choices are carefully recorded to ensure a balanced programme. We use our observations to plan activities that are child initiated and child led. We understand the importance of planning from the children's own interests and use our observations to enable us to do so.

All of the children have free choice of activities during most of the session. This free programme is gradually directed as children get older and more mature, so that as they approach transfer to Key Stage One, they are prepared for the transition.

Children entering Year One continue their 'Learning Journey' within the EYFS framework until they are ready to work within the Key Stage One framework. Equally we plan 'Next Steps' activities for children according to: their individual needs; the needs of the group; the needs for the whole class. Below are some examples of how the EYFS setting has embedded 'Next Steps' within their daily and ongoing practice.



- Evaluation of the weekly planning determines the 'Next Step' for the whole class and for different ability groups.
- Comments made in the children's books and recordings.
- Plenary of the session.
- Verbal feedback during focused activities and child-initiated learning.
- General 'Next Step' will be determined according to the skills that the children need to improve upon and these are displayed on the 'Planning Board'.

## **2.5. Resources**

### **2.5.1. Staffing**

The EYFS classes are staffed with qualified teachers, qualified nursery nurses, and teaching assistants. Each member of staff is a key-person to a small group of children. All staff complete the children's individual 'Learning Journey' under the guidance of the class teacher on a daily basis and have one-to-one profile sessions with their class teacher every term. All staff members have been given a series of daily responsibilities to ensure safe and effective practice.

To ensure that the needs of all children in the EYFS provision are met, the staff in the Early Years have access to the following specialists within the whole school staff team:

- Inclusion (Special Education Needs and English as an Additional Language) support
- Subject Leaders
- Qualified paediatric first aiders
- Computers
- Teachers of the Deaf Service
- Communication Support Workers (CSW)
- Speech and Language Specialist
- Occupational Therapist

### **2.5.2. Resources and equipment**

All EYFS teaching staff are given a list of resources which are available within the setting and this list is updated on a yearly basis.

### **2.5.3. Budget**



The budget for EYFS is held by the budget holder. Spending requests are made collectively by all staff members, who discuss resources and possible spending needs and are pitched to the budget holder. Small voluntary charges are made for consumable resources in the EYFS. Parents/carers are encouraged to make a £1 donation per week, if possible.

## **2.6. Appraisal, staff development and support**

### **2.6.1. Appraisal**

The arrangements for appraisal include a structured discussion for each member of staff, where achievements are recognised and needs for training are identified.

### **2.6.2. Staff training, meetings and professional development**

All staff members are involved in five training days every year. The dates and focus for these are agreed in advance. At Portway whole staff meetings are held on Tuesday and all other staff (i.e., Nursery Nurses, teaching Assistants, and Trainee Nursery Nurses) attend internal EYFS meetings that are held on Thursdays. At Selwyn Teachers and all other staff attend weekly meetings, together or separately depending on the training focus each week.

## **2.7. Links with other whole school policies**

Below is a list of whole school policy which link to this EYFS Policy:

- Health and Safety
- Admissions
- Behaviour
- Charging
- Anti-Bullying
- Inclusion
- Safeguarding
- Assessment
- Equalities
- Educational Visits
- Teaching and Learning
- Appraisal
- Child Protection
- Home/school agreements
- Personal, Health and Relationship



## **2.8. Parental involvement**

Parents/carers are partners in children's learning. We value their opinions and the information they can give us and we involve them whenever we can. Throughout the EYFS programme, there are opportunities for contacts with parents/carers which include:

- Parenting classes and other training.
- Language and advice support for families who do not speak English.
- Support and advice for parents/carers of children with special needs.
- Parents/carers are invited to help in school activities.
- Parent and Toddler groups for all families.
- Parents/carers are invited to special assemblies.
- Initial meeting between child, parents/carers and EYFS staff carried out prior to starting at the school.

Parents/carers are kept informed of what is happening in the setting through regular letters and informal conversations with the class teacher and other EYFS staff. Parents/carers are invited to contribute to their child's 'Learning Journey' and look at their child's profiles throughout the year. Access to the Learning Library and the school library is provided on designated days and at designated times.

## **2.9. Links with the community and other agencies**

### **2.9.1. Our local community**

We use the opportunities offered by the local community in the following ways:

- visiting local parks, shops and other attractions;
- people in the locality who come to talk to the children (theatre groups, police, fire, nurses, local charities etc.)

### **2.9.2. Professional and local services**

We have strong links with the following local services:

- the school psychological service
- school health visitor
- social services
- paediatric and other hospital outreach staff



- community centres and local support workers, including faith groups
- local groups for family support
- language support and services

## **2.10. Assessment and record keeping**

All evidence is collected through regular observations. Evidence is collected on a daily basis using observational labels and using appropriate ICT technologies. Samples of work and parental contribution are also placed into the child's 'Learning Journey'.

### *'On Entry'*

'On Entry' observations are carried out by the key-person of their key children for fifteen sessions. The 'On Entry' observations are of children who have started their Nursery education at our school or are new to the EYFS setting in Reception. Observational evidence is gathered for the three prime areas and for literacy and mathematics.

At the end of each session, the key-person highlights any 'Characteristics of Effective Learning' and aspects that have been consistently evident during their key child's time at school.

After fifteen sessions in the nursery or reception, the relevant milestones are recorded on the child's Learning Journey, according to the school's specific criteria.

The findings are used as a baseline to decide upon the child's starting point; to determine whether additional support or interventions are required; and to inform progressive planning for the cohort.

### *Interim and 'On Exit'*

Each term, the key-person will mark their key-child's achievement in their 'Learning Journey'.

'PC' is written on all evidence to identify parental contributions that have been included into their child's 'Learning Journey' throughout the EYFS.

### *Tracking System*

Children's progress is recorded electronically for 'On Entry' and on a termly basis. The data is used to:



- Monitor children's achievement.
- Determine whether and how much progress has been made in comparison with the previous data input.
- Determine whether vulnerable, target or groups of children are making progress.
- Determine areas of development and possible interventions or ways forward that could be put into place for individuals and for the cohort.

### **2.11. Monitoring and evaluation - including inspection**

The general principles for monitoring and evaluation are contained in the Leading Learning Trust Monitoring and Evaluation Policy. The following principles have been agreed by all staff:

- Observation, learning walks, book monitoring and planning audits.
- Curriculum evaluation - we evaluate each topic at the end of a half term period.
- Staff discussions - staff meeting agendas regularly contain evaluations of our effectiveness and planning ways forward.
- Inspection (including significant findings of previous inspections).
- Use of LA advice - we regularly consider the involvement of LA advisers/independent consultants, and use their perspectives to extend our internal monitoring.