

# Lady Margaret Primary School



*Where children come FIRST*

## **LADY MARGARET PRIMARY SCHOOL EYFS POLICY 2017**

<b>Governing Body Sub Committee</b>	<b>Published</b>	<b>Review Date</b>	<b>Author</b>
	January 2017	January 2018	Samantha Danison

Author's Signature \_\_\_\_\_

Headteacher's Signature \_\_\_\_\_

Chair of Governors' Signature \_\_\_\_\_

# LADY MARGARET PRIMARY SCHOOL EARLY

## YEARS POLICY

### Introduction

*"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 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, School and Families 2012"*

The early learning 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 activity that provides opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.

### Aims

At Lady Margaret Primary we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the children including children with additional needs.
- 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.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and values their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experience for all children, whatever their needs, which are inclusive rather than parallel.

### Key Person

We use a key person approach to ensure that each child has a named member of staff who, with parents plans for the child's well-being and development. The key person acts as the main contact for the parents and has links with other carers involved with the child, such as a childminder. The key person is responsible for developmental records and co-ordinates the sharing of appropriate information about the child's development with the appropriate carers. In Nursery, the key person is the teacher or a Learning Support Assistant. In Reception, the key person is the class teacher. This information is shared with parents on entry to Lady Margaret Primary.

### Role of Parents

**\* For the purpose of this policy the term parent implies any person or body with 'parental**

**responsibility', such as foster parent, carer, guardian or local authority.**

We recognise that parents are a child's first and most enduring educators and aim for the school and the parents to work closely in the EYFS. This can have a very positive impact on a child's development and relies on a two-way flow of information and knowledge.

## **Induction Process**

### **Information Morning**

Parents of children entering the Reception and Nursery are invited to an information morning where they will receive key information on Lady Margaret Primary School and an overview of the curriculum. All EYFS staff attend this meeting to begin building relationships with new parents alongside a member of SLT. During this meeting parents receive:

- Reception handbook
- Class allocation
- Medical form
- Local Outing form
- Model / Photo release form
- School Health advisor letter
- Term dates
- After School Club information
- Catering information and Menu
- Diary of Events
- Collection arrangements form

### **Class Visits**

Parents and children joining the Reception are invited to come and visit their new classroom and meet their teacher and Learning Support Assistant in the summer term before their start date.

### **Pre-school visits**

Reception staff endeavor to visit the main feeder settings in the summer term prior to the children's entry in September. Staff meet with pre-school practitioners and discuss children's learning and development. The purpose of this meeting is to secure a smooth transition into the new setting for each child.

### **Home Visits**

Home visits are organised in September for children entering the Nursery. The purpose of this meeting is to build a relationship between home and school and secure a smooth transition into the new setting for each child.

At this meeting, the following is discussed:

- Start date and timings
- School access
- Aims for the child's first few weeks in the Nursery
- How best to manage the separation from parent in the morning
- Structure of first week in Nursery
- Home learning activities to prepare children entering Nursery

## **Stay and Learn**

- Parents are invited to attend termly 'Stay and Learn' sessions. This is an opportunity for parents to support their child in the classroom and share in their child's school experiences. There is also time to meet with their child's key worker and contribute to their learning journey.

## **Parent Workshops / Additional Events**

- Workshops in phonics and maths are held throughout the year in response to the needs and requirements of the children in the cohort.
- Parents are invited to join EYFS children on trips / local outings.
- Parents are invited to come and watch the children perform in a 'Seasonal Show', a weekly 'achievement assembly', class assemblies and sports days.

## **Half Termly Parent Consultation Meetings/ Reports**

- Each half term, parents will be consulted about their child's progress through a report or parent teacher meeting. This is an opportunity for parents, class teacher and learning support assistants to share information about the child. Targets and next steps are set in discussion with parents, and guidance shared for ways in which they can support their child at home. The following is discussed at each meeting:
  - Child's well-being and behaviour both at home and school
  - Child's attitudes towards learning both at home and school
  - Child's progression in their learning and development both at home and school
  - Next steps
  - Home learning

## **Promoting Dialogue**

- A purposeful dialogue between parents and EYFS staff is actively encouraged to support the child's progression. This also enables parents to make a positive contribution to their ongoing assessment. This is achieved through the following:
  - Daily informal opportunities to talk about their child's progress
  - Termly consultation meetings
  - 'Stay and Learn' sessions with opportunities for parents to contribute to learning journeys
  - Learning questionnaires
  - Weekly news letters (see example attached)
    - Whole school newsletters
    - Reading Record books
    - School Diary
- Staff will endeavour to build purposeful relationships with hard-to-reach parents through informal conversations and will encourage their positive contribution to their child's assessment.

## **Parents with English as an Additional Language**

- Where possible, translators are found to support in meetings for parents new to English.
- EYFS staff endeavour to introduce parents who speak the same language to support communication and networking.
- A family liaison team work throughout the school to help communication with parents who are new to English.
- We hold weekly English classes.

## **Induction of pupils in to the Early Years Foundation Stage**

The following steps are taken to ensure a smooth transition for children who are beginning their learning in the EYFS at Lady Margaret Primary or are moving towards the National Curriculum.

### **Induction into Nursery**

- Parents are invited to meet with Nursery staff at a meeting in the summer term prior to starting school. Parents are given an information book and asked to complete an 'All About Me' booklet. Staff use this as a basis for discussing the child's individual needs and strengths with parents during home visits.
- Home visits are organised for the first three weeks of the autumn term. Parents and children are introduced to their key worker. Key information is shared with parents in regards to school routines, the settling in period and assessments. Staff make a record of their home visits and keep these in their assessment folder.
- Intake is staggered to allow children time to settle in.
- Base line assessments are made of each child within the first seven weeks of starting.

### **Induction / Transition into Reception**

- Parents of all children starting in the next academic year are invited to an information morning in the summer term, and given an information pack.
- Children in the nursery at Lady Margaret Primary visit the Reception classrooms on the school transition day.
- Parents are asked to complete an 'All About Me' profile booklet. Staff use this as a basis for discussing the child's individual needs and strengths with parents and to plan for the first few weeks.
- Parents are introduced to the key worker for their child. In reception, this is the class teacher.
- Intake is staggered over the course of two weeks to allow children to settle in with plenty of adult support.
- Nursery staff endeavour to ensure friendship groups are maintained when compiling class lists for Reception.
- Staff visit the local main feeder setting(s) where possible in the summer term.
- Records for pupils from other EYFS settings are requested.
- Base line assessments are made of each child within the first seven weeks of starting.
- A formal transition meeting between Nursery and Reception staff takes place at the end of the summer term.

### **Transition to Year 1**

- A formal transition meeting takes place between Reception and year 1 staff at the end of the summer term
- Year 1 teachers spend half a day in the Reception Class to get to know their pupils in familiar surroundings
- Reception children are allocated 'buddies' from Year 1
- Reception take part in a joint project with Year 1 during the summer term.
- Reception teachers assess pupils against the National Curriculum levels prior to children starting in year 1, where appropriate.
- Reception staff support Year 1 with planning for the first few weeks in September to ensure continuity and appropriate challenge.

## **Learning and Development**

Learning and development is categorised into three Prime areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

Additionally there are four specific areas of learning:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

Achievement of these prime and specific areas of learning is by:

- Playing and exploring.
- Active learning.
- Creative and thinking critically

## **Observation, Assessment and Planning**

- Good planning is fundamental to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principle of the EYFS are put into practice and is driven by observation and assessment.
- All practitioners who work in the EYFS are involved in this process by contributing to the class 'planning board' where assessments and interests of the children are noted and used to inform future planning.

## **Learning through Play**

- Children at Lady Margaret Primary learn through planned play activities and practitioners will decide when child- initiated or adult -led play activities would provide the most effective learning opportunities.
- Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re- live anxious experiences in controlled and safe situations.
- Learning in the 'Outdoor Classroom' is an integral part of our EYFS provision and is available to children throughout the day. In planning for the class, we aim to treat the indoor and outdoor areas not as separate spaces, but linked areas in which children can play and explore freely.

## **Assessment in the EYFS**

- Staff are committed to the planning, observation, assessment cycle in the EYFS to ensure the needs and requirements of the children are met and there is continued progress in the children's learning and development.
- **Nursery Baseline Assessment:** All children are assessed within the first seven weeks of entering Nursery against the Development Matters ages and stages statements. This provides staff with immediate information which informs next steps for learning and development.
- **Reception Baseline Assessment:** All children in Reception are assessed within the first 7 weeks of entering full time school against the Development Matters statements. This is observation and play based. This provides immediate information to EYFS staff to inform

next steps for learning and development.

- Our ongoing assessment progress is embedded into classroom life. Children are regularly observed during both adult and child initiated opportunities across the seven areas of learning. Assessments are documented through written observations, photographs or samples of work which can be seen in the children's 'Learning Journey's'. Each EYFS staff member has access to a school iPad where observations on the children are taken using an online app, 2simple.
- Children have regular opportunities to review their own learning and contribute to their 'Learning Journey'. Parents have time each term to meet with the child's key worker during 'Stay and Learn' sessions when they can review and contribute to their child's Learning Journey.
- **Termly Reports:** Parents receive a termly report that offers brief comments on their child's progress and approach to learning in the prime areas of learning, literacy and maths.
- **Annual Report:** Parents receive an annual report in July that offers detailed comments on their child's progress in each area of learning. It highlights the child's strengths and development needs. Profile results are shared alongside reports. Parents have the opportunity to discuss the reports and profile results at the final parent consultation meeting in the summer term.

## Special Educational Needs

- Meeting the needs and requirements of all children is our EYFS ethos. We follow the Lady Margaret Primary school policy on special educational needs in accordance with the requirements of The special Educational Needs Code of Practice (2001). We are supported by the school's SENCO and when necessary we liaise with outside agencies.

## English as an Additional Language

- At Lady Margaret Primary many of our children have English as an Additional Language. Our EYFS environment is one that actively encourages talk through a variety of play-based experiences. Teachers model good sentence structure and incorporate the use of 'learning and talk partners' in whole class teaching sessions. We have bilingual support to ensure that all EAL children can progress.

## Inclusion and Equal Opportunities

- Lady Margaret Primary School is committed to providing equal opportunities for all children. We aim to ensure that every member of the school is regarded as being of equal worth and importance, irrespective of race, religion, culture, gender, class, sexuality, age, special educational need or disability

## Behaviour

- It is important for children to feel safe in their environment for them to flourish. Class rules and routines are decided on with the children as part of their 'settling in' stage.

In the EYFS we follow the school policy for behaviour:

1. Verbal warning for inappropriate behaviour
2. If the behaviour continues then a second warning is given and the child's name is placed on the sad face chart.

3. If the behaviour still does not improve, 'Time Out' is given on a 'Thinking Chair'
4. If the behaviour is serious or persistent, the EYFS leader is informed, the incident is recorded and the EYFS leader will take appropriate action which will include meeting the parent.

### **Health and Safety** (see School Health and Safety Policy)

- The health and safety of the children is of paramount importance. We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment. Staff regularly carry out risk assessments in both the indoor and outdoor classrooms and check equipment for any possible safety hazards.

### **Pupils with medical conditions** (see school policy for medical conditions)

- Lady Margaret Primary is an inclusive school that aims to support and welcome pupils with medical conditions. The school aims to provide all children with all medical conditions the same opportunities as others at the school as well as providing all staff who work with that child made aware of any medical issues where necessary.

### **Toileting**

- We require children to enter the Nursery toilet trained. In the case a child had a wet/ soiling accident, our trained staff will supervise a child to clean themselves.
- If your child has special educational/ health needs then a toileting plan will be made with the SENCO.

### **Accidents**

Incidents, accidents and sickness are recorded either by the EYFS staff or the lunchtime supervisors during lunchtime. The Learning Support Assistants are trained Paediatric First Aiders.

### **Safeguarding children** (see school safeguarding policy)

- Lady Margaret Primary School has a duty under the law to help safeguard children against suspected or actual 'significant harm'.
- Our employment practices ensure children against the likelihood of abuse and we have a procedure for managing complaints or allegations against a member of staff.
- Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

### **Collection Procedures**

- Parents are asked to complete a list of contacts who are permitted to collect their child. These lists are kept in a secure place close to the door for dismissal for staff to use when necessary. EYFS staff hand over each child to a designated adult only.

### **Clothing**

- Children in the Reception follow Lady Margaret School uniform policy that requires all children, to wear school uniform. Parents are asked to avoid boots.
- Children in the Nursery are permitted to wear Nursery uniform which consists of back jogging bottoms and a red Lady Margaret sweatshirt.
- Parents are asked to ensure their children are dressed in accordance to the weather so they can access the 'Outdoor Classroom' at all times. This includes providing waterproof coat, hats and gloves in the winter and a sun hat and sun screen in the summer.

## **Jewellery**

- For reasons of health and safety jewelry must not be worn in school except for known religious reasons. If you require your child to wear religious jewelry please inform the class teacher in writing. Stud earrings are allowed but parents will be asked to remove other earrings. The wearing of jewelry is dangerous as it can cause unnecessary injuries and should be removed for PE.