

## Reedley Primary School EYFS Policy



*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 2021**

#### **Intent of EYFS at Reedley**

The curriculum in Early Years is designed to provide a broad and balanced education that equips children with firm foundations for all future learning. We aim to:

- Provide children with the vocabulary, skills and concepts they need to begin, and become successful in, their educational journey.
- Deliver a progressive and ambitious curriculum which takes into consideration each child's individual starting points and interests across all seven areas of learning.
- Cater for each child's individual personal, social and emotional development; ensure they are safe and developing an appropriate behaviour/attitude for learning.
- Develop SMSC and cultural capital through celebrating a diverse range of cultures, religions and social settings.
- Support our children to be aspirational, welcoming visitors from our communities who model how to be a positive and active citizens.

#### **Implementation - How EYFS is structured through our school**

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

At Reedley, we ensure learning opportunities provided are fun, exciting and stimulating with a range of resources, tasks and activities. Learning is appropriate to each child's individual needs, abilities and previous learning whilst providing the right amount of challenge to move their learning on. The core of the EYFS curriculum is learning through play and embedding the 'Characteristics of Effective Learning':

- *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.
- *Creating and Thinking Critically*  
Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In line with the principles of the EYFS, practice at Reedley starts with the child and their individual/cognitive development. Staff observe and assess children on-entry to determine

their needs, interests, abilities and skills which are used to develop the curriculum. Reedley School offers a play-based curriculum inside and outside the classroom, which is carefully organised and planned for, and includes opportunities for children to develop knowledge and skills through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Teachers use the Development Matters when planning provision, to support learning and development across all seven areas of learning & development, and when planning for characteristics of learning. The pedagogy is founded on teacher's understanding of how children learn and develop, and the needs and interests of the children. Staff follow a key text and linked text approach, to give all children a love of reading and a wide vocabulary. Staff aim to ensure children's access to a diverse and appropriate range of books containing exciting and gripping stories, ambitious vocabulary, thought provoking imagery and situations which will develop their imagination, understanding of the world, emotional resilience and empathy.

The curriculum at Reedley is implemented in a considered structured way, by staff modelling and teaching in continuous provision using activities which develop children's skills, knowledge and understanding. This adult led/adult guided learning enables them to learn independently in continuous provision, building on, practising, and developing what they have been working on. Children's interests are developed through areas of continuous provision in both the indoor and outdoor environment.

Key learning is developed through children's interests, festivals and themes in continuous provision, adult led and adult guided learning and is sequenced through observation, assessment and planning.

## **Organisation**

Early Years provision at Reedley Primary School is organised into two reception classes for up to 30 pupils aged 4-5, which share access to the 'corridor area', 'sensory room', 'two classrooms', 'garden area', 'outside area', toilets and cloakroom.

A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years department, and the children also have access to other equipment and facilities throughout the school, e.g., hall during P.E. and lunch times, playground during break times, the all-weather pitch for P.E. outside and the whole school library.

Each cohort has two classes. These classes are then split up into Key Worker groups, where an allocated member of staff supports each child's learning and personal, social and emotional development. The Teaching Assistants stay with the children during lunch time and playtime. The daily routine is organised into specific times such as phonics groups, whole class inputs, adult focused times and continuous provision times.

## **Inclusion for all at Reedley Primary School**

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

Inclusion is a dominant principle of government policy at both national and local level. Within our school, we aim to implement this principle by focusing on individual well-

being, encouraging pupil participation, celebrating achievement and viewing diversity as a rich resource to support the well-being and learning of all. All children are treated according to their needs, regardless of their physical, cultural, social background or religion.

All children will have the opportunity to participate in EYFS experiences which will be planned in ways which make them accessible to each individual child. All pupils will have an equal opportunity to reach their full potential across the EYFS curriculum regardless of their race, gender, cultural background or special educational needs. Children with Special Educational Needs will be recognised and adaptations within the curriculum will be offered wherever possible to promote the child's development and self-esteem. We work together to use the EYFS to develop children's confidence and to promote the long term value of personal skills alongside academic skills and to deepen children's awareness of the wider world.

### **Pre-school Induction**

Each year, open days are held before families apply for a school place, to show all that Reedley has to offer. Once the children have received their place, an information evening is held, where details of the school day and a tour around the Reception area takes place.

Admission information is gathered during this time e.g. Pupil Premium forms, doctor's information, contact information, photo permission, medical needs etc. Teachers/TAs then visit nurseries to gain further information about the family and child. Parents are given an option to have a home visit, so we have a chance for a one to one conversation about anything further such as educational needs, medical needs, family circumstances etc. Children are then invited to three 'Come and Play' sessions alongside parents. Children are given a pack including lots of activities to complete over the summer holidays, playdough, a beanbag, a book etc. Children are encouraged to complete an 'All About Me' sheet so we can gain further information about children's interests.

Parental engagement is fostered by ensuring parents are welcomed into school from their first welcome evening. The school uses a variety of communication methods such as displays, meetings, parental workshops, class pages on the website, the school spider app, weekly home learning, reading diaries, phone contacts, videos and pictures on Target Tracker. These methods of engagement support parents to help their child's learning at home. Booklets for parents are made with relevant information such as how phonics is taught, how to access Bug Club and completing homework.

Parents are informed about how the EYFS is delivered in the setting and how they can get more information. The procedures to be followed if a child is not collected by parents is to ring the parent/carers and then ring their emergency contacts. Children with SEN and disabilities are supported with meetings with teachers, SEND coordinator and outside agencies.

On-going parent involvement in school is encouraged through different ways. Parents are invited to informal school events such as parent support groups and 'Come and Read' sessions (Friday mornings). Parents are encouraged to sign up for VIP visits and workshops to join in with their child's learning. Parents are also invited to special events such as our art week afternoons, Sports Day and World Book Day.

### **Transition to Year One**

At Reedley we work hard to ensure a smooth transition from Reception to Year One. Year One staff will spend time in Reception during the second half of the summer term so that the children become familiar with the adults and adults know the children and their learning needs. Year 1 staff will also visit the Reception children on a weekly basis to share snack and read a story.

The children will spend two days in their new classroom so that they know the space and daily routines for September; this will be reinforced through weekly visits. During this time, parents can meet the new teachers and visit the Year One classrooms. The two transition days also help parents become familiar with routines for the start of the school day and home time.

Time is planned for meetings between Reception and Year One for teachers to discuss on-going assessment and Profile information; this supports a smooth transition and reinforces knowledge and understanding of the children's current attainment and their next steps in learning.

Year One classrooms have areas of continuous provision in shared areas during the first half of the autumn term to support and extend children's independence skills. The continuous provision links closely to the Year One curriculum so that children can apply skills taught in class.

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. (See Safeguarding Policy)

## **Safeguarding**

At Reedley 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 2017.

We understand that we are required to:

- Promote the welfare 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 that the premises, furniture and equipment is safe and suitable for purpose.
- 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.

We endeavour to meet all these requirements. Every child is assigned to a 'Key Person' to ensure that every child's learning and care is tailored to meet their individual needs.

Rigorous safeguarding systems are embedded within the EYFS, and all staff are trained in reporting any incidents of significance. Staff are trained in dealing with safeguarding of

harmful online material. Staff are fully trained in recording issues using the CPOMs safeguarding program.

### **Child protection**

Reedley School ensures that people looking after children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable to work with children.

Reedley implements policies and procedures to safeguard children. These are in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB).

We train all staff to understand their safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour.
- deterioration in children's general well-being.
- unexplained bruising, marks or signs of possible abuse or neglect.
- children's comments which give cause for concern.
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home.
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their needs.

Reedley Primary School adheres to statutory 'Prevent' guidance in ensuring children stay safe in education and work together with parents/ carers outside of education wherever possible. Our key worker systems ensure a positive 'parent partnership' which help to gain a wider understanding of a child's background. Staff are updated regularly regarding the 'Prevent' duty.

Staff are regularly made aware of any significant events in a child's life, along with training on how to deal with 'peer on peer' abuse. Staff receive regular updates on safeguarding at least annually. The EYFS Leader is made aware of any safeguarding issues within school monthly, in addition to incidental events that may occur. Staff are made aware of the Designated Senior Leads for safeguarding who are trained at least annually.

Staff work closely with our Pupil Support Manager ensuring children who are missing education are accounted for immediately on the first day of absence, until their return to education.

### **Supervision**

All staff working within the EYFS are subject to supervision meetings every half term with a safeguarding Consultant (Schools safeguarding). This provides opportunities for support, coaching and training for the practitioner and promotes the interests of children. Supervision fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

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