



Lincoln Bishop King CE Primary School

Dream big. Love God. Live well.

Early Years Foundation Stage Policy

Approved by Governors: 19th May 2022

Next Review: September 2023

Introduction

“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.”

EYFS (2012) Statutory framework for the Early Years Foundation Stage

‘We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: Dream big. Love God. Live well.’

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, all children join us, at the beginning of the school year in which they are five. They attend school full time from September.

Our aims and principles

The overarching aim of the EYFS is to help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- setting the standards for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- creating the framework for partnership working between parents and professionals;
- laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

The principles which guide the work of all early years practitioners are grouped into four themes:

A Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships – children learn to be strong and independent through positive relationships

Enabling Environments – children learn and develop well in environments which respond to their individual needs and there is a strong partnership between practitioners and parents/ or carers.

Learning and Development – children develop and learn in different ways and at different rates

There are times of the day when structure is needed for our children to learn and opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves. We understand children do not make a distinction between ‘play’ and ‘work’ and neither do practitioners. Children need time to become engrossed, work in depth and complete activities. We adopt a ‘no ceiling’ approach to the children’s learning. Our expectations are high and the children rise to meet them. Our timetables change frequently to cater for the needs of the current cohort. This may differ also between classes depending on where the needs lie.

Parents as Partners- Information for parents/carers and opportunities to join us

“children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers...” Early Years Statutory Framework 2012

Before Admission

We invite children to meet their new class and teacher in the summer term before they start school. Parents/carers will be informed of dates in due course. A letter from your child's teacher will be sent out over the summer holiday in preparation for their start in September and remind the children of what to expect. If visits to the school are not possible, a video of our environment will be added to the school website and parents are encouraged to speak to a member of staff. Door step visits will take place in the event of nursery visits not being possible.

After admission: We adopt an open door policy and encourage parents/carers to be actively involved in their child's learning and development. We will communicate via Tapestry, school newsletter, Facebook and Twitter. We encourage parents to be involved in their child's learning and stress the importance of their involvement especially in reading. Phonics links to lessons are sent home weekly and parents are encouraged to watch these with their child.

Throughout the year:

Workshops for parents are held by staff at different points of the year in order to help parent's support their children in their learning eg reading, phonics, maths, transition to year 1.

Welfare

Each child will be designated a named key worker.

In Reception class, the key worker is the class teacher.

In Nursery, the key worker is the class teacher. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

At Bishop King Church of England Primary School we believe that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with caring adults. We comply with all the legal requirements set out and have regard to the Early Years Foundation Stage Statutory Guidance.

At Bishop King School we:

- Take necessary steps to safeguard and promote the welfare of children
- Promote the good health of the children; take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.
- Manage behaviour effectively in a manner appropriate for their stage of development and particular needs.
- Ensuring that adults working with the children are suitable to do so, have appropriate qualifications, training, skill and knowledge.
- Staff are organised to ensure safety and to meet the needs of the children.
- Outdoor and indoor spaces, furniture, equipment and toys are suitable for their purpose.
- Plan and organise systems to ensure that every child receives an enjoyable and challenging experience that is tailored to meet their needs.

Safeguarding

The Child Protection/Safeguarding Policy is reviewed annually. Please look at this policy for more information. Some key points that relate to EYFS include: the use of cameras for recording evidence in EYFS is acknowledged, images will be frequently deleted from devices and never

used for personal purposes. Any Safeguarding concerns will be recorded and taken to the Designated Safeguarding Lead and Safeguarding concerns may be shared with specialist services. For more information please see the school's safeguarding policy on our website.

Line manager Supervision

EYFS staff meet regularly and discussing any issues – particularly concerning children's development and well-being and actions which will then be taken. These meetings happen informally and formally as needed.

Staff are also given the opportunity to discuss any issues at termly PPM meetings, apprentice meetings, SEN reviews, and are encouraged to air any concerns on a daily basis.

Admission, Induction and Entry Arrangements

See Admissions Policy which is available on our website <https://www.bishopking.org.uk>

Nursery

We have a 26 place nursery offering full time childcare. Children may start in the nursery the term after they turn 3 (dependent on availability) and are entitled to 15 hours free childcare. Funding for full-time children can be obtained through the 30 hours funding scheme. Please see the admissions page on our website for details.

EYFS Session Times

Nursery:

Morning session: 8.40 - 11.40

Afternoon Session: 12.20-3.20

There is an option to stay all day.

Reception:

Monday – Friday 8.40am – 3.15pm

School holidays can be found on the school website.

The Curriculum

The EYFS forms the first stage of our whole school curriculum, in which the 7 areas of learning and development form a significant part. We offer a 'fluid and responsive' curriculum – the structure of the day changing to meet the needs of the children.

The early learning goals are the end of year expectations for reception children. There are 7 areas of learning and development. There are 3 prime areas. These areas are fundamental, work together, and move through to support development in all other areas

- Personal, social and emotional development
- Communication and Language
- Physical development

There are 4 specific areas. Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

We plan and guide children's activities through the 3 characteristics of effective learning, which underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Phonics is taught using the 'Read, Write, Inc' scheme and children are tracked and grouped according to their individual needs.

Assessment

Children in EYFS are baselined on entry and then assessed end of Autumn 2, end of Spring 2, ready for profile in June and end of term 6. We currently use the Tapestry online learning journal to observe, assess and track the children's development.

At the end of Reception we use the Early Learning Goals (ELGS) to judge whether a child is 'Emerging' or 'Expected' in all 17 areas of learning.

Transition

In the term prior to children starting Reception children will be invited to stay and play sessions with their parent/carer. These will progress to children staying for a morning on their own.

- Parents are encouraged to contribute to their child's baseline.
- Home visits/nursery visits will be carried out by the class teacher prior to the child starting school.

In the term prior to Year One:

- Children will meet their new teacher and spend time with him/her eg read a story to class
 - Children will have many opportunities to discuss Year 1
 - Visits to Year 1 areas including toilets to familiarise children with their new environment.
-