



LEARNING CHANGES LIVES

EYFS Policy

Approved by the LGB on
January 2023

To be reviewed

Spring 2024

POLICY

This policy outlines the purposes, nature and management of Early Years Foundation Stage education at Quest Primary School. Within this document, the term Early Years is used to describe children in the Early Years Foundation Stage who are in the Nursery and Reception class, as well as Reception aged pupils within the Enhanced Learning Provision.

EYFS Vision

At Quest Primary School, our EYFS vision is to provide exceptional education for all, developing the potential of every pupil in a stimulating play-based learning environment where the unique child is at the heart of everything. The aim of **excellence** is to ensure pupils become independent and confident learners. Our EYFS curriculum is designed to demonstrate **aspiration**, be creative, and memorable and to provide all children with opportunities where doors are opened to dream for the future. Children are motivated to learn, display perseverance, **responsibility**, and respect in an inclusive environment.

EYFS Intent

It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. It is our intent to:

- Develop strong communication links and positive relationships between the school, children and their families ensuring that children effectively make the transition from their home environment to the nursery or reception classroom.
- Work in partnership with parents so children become happy learners who thrive in school.
- Teach oracy skills, so that the children become more confident speakers, improve their vocabulary and interactions with others.
- Provide a play-based curriculum establishing a sense of learning autonomy.
- Provide a stimulating indoor and outdoor environment which supports pupils to develop foundation knowledge and skills for learning through meaningful play.
- Teach new skills, knowledge, and attitudes with a love of reading at the heart of our curriculum, with books at the heart of learning.
- Build on a progression of skills from entry points that meet the children's needs by following the curriculum, but also leaving room for exploration of the children's interests they wish to pursue, encouraging and enabling child led learning.
- Build independence, perseverance, responsibility and aspirations through a rich curriculum that incorporates life skills.
- Teach a clearly planned phonics programme to ensure a progression in skills that enables every child to become a reader.
- Develop children physically, verbally, cognitively and emotionally whilst embedding a positive attitude towards school and learning.
- Embed the right habits for learning through the Characteristics of Effective Teaching and Learning.
- Teach about unity and respect. We are all a family at Quest Primary School playing and learning together.
- Provide rich learning experiences promoting curiosity and exploration of the world, stretching your child's creativity and imagination and building critical thinking skills. As well as engaging in experiences in the local community to capture children's awe and wonder in their world around them.

In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children learn and develop well and are kept healthy and safe.

The EYFS is based upon four principles:

- A Unique Child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – an acknowledgement that children learn in different ways and at different rates.

Implementation

The EYFS curriculum is taught to the Nursery class and Reception class, as well as some pupils within the Enhanced Learning Provision. The classes follow the EYFS curriculum and plan for learning through the curriculum themes, children's interests, environmental factors, events and from observations recorded. Each area of learning and development is implemented through planned, purposeful play within the indoor and outdoor environment and through a mix of adult-led, adult directed and child-initiated activity.

The children in our Foundation Stage follow the EYFS curriculum, which has seven main areas of learning.

The Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

At Quest Primary, we support children in using the three characteristics of effective teaching and learning (C of ET&L), introduced through Learning Detective characters, such as Curious Cat and Imaginative Unicorn.



Adults working within the EYFS scaffold and support learning, deliver interventions as well as make observations. These observations, assessments and evaluations feed future planning. Staff use the EYFS long term curriculum overview, Development Matters document, Skill Levelling Progression Guidance and Language for Talk document to support planning the learning and development.

Daily teaching of reading is in a systematic and structured way, following the Read Write Inc approach. We also provide regular story times where children learn the skills to explain, retrieve, interpret what they have read and has been read to them. In Mathematics, we deepen children's understanding of core mathematical concepts and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. We give children opportunities to secure personal, social and emotional readiness to learn, including resilience, perseverance, concentration, the ability to listen, to take turns and to cooperate.

Speaking and listening opportunities are interwoven throughout the day with pupils being taught oracy skills so that they are enriched with vocabulary and have opportunities to join in shared discussions. During the day, the children have opportunities to develop their physical skills, knowledge of the world through awe and wonder, as well as develop their creative skills. Parental partnerships are highly valued and parents are asked to contribute towards the children's learning journey through Proud Clouds and Parent Voice contributions, as well as on Class Dojo. Through Class Dojo, the learning environment and daily contact with families, we take pride in celebrating the uniqueness and achievements of every child.

For further details on the teaching and learning within EYFS – see EYFS Teaching and Learning Policy

Inclusion/Special Educational Needs (SEND)

The school operates an Equal Opportunities Policy that the Early Years Foundation Stage also adheres to. All children and their families are valued at Quest Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion/SEND policy for SEND.

EYFS / Key Stage One Enhanced Learning Provision

A child of Reception age with a Special Educational Need & Disabilities Statement/EHCP can apply for a place within the school's EYFS and Key Stage 1 Enhanced Learning Provision. This specialist provision is provided for the children where they work in a small group led by the SEND teacher and SEND support staff. Where appropriate, these children join the Reception class during some sessions such as outside time and PE. We involve other agencies, where necessary, to observe and assess children with special educational needs. We encourage parents/carers of children with special educational needs to keep us informed of developments and also to work with us to enable the school to do what is best for their child, both in terms of their learning and also their care and supervision.

Welfare

At Quest 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 2021. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health and oral 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 (see appendix re procedures for biting).
- 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.

- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

Guidelines for Changing Children

We work closely with parents/carers with children who are still in nappies / pull ups and support parents/carers to get their child dry when relevant. For some children with special educational needs and disabilities, this process may take longer and where appropriate a plan is put in place. A child, who is wet or soiled, is supported and changed by a member of the Early Years Foundation Stage team (see Intimate Care Policy). Changing takes place within the toilet area/designated area. Parents/carers are encouraged to send in a set of clothes to stay in school for the Nursery children and Reception children have access spare uniform or their PE kit. If a child is soiled and has signs of diarrhoea, we will contact the parents/carers immediately and if the parent is not nearby to the school, we will change the child to make them as comfortable as possible. Parents/carers must then collect their child and will be advised that the child should not return to school for 48 hours. All parents/carers are informed if their child has been changed and this is also recorded within school. There are other professionals who can help with advice and support. The School Nurse, Family Health Visitors and staff at Woodlands Children's Centre have expertise in this area and can support parents/carers to implement toilet training programme in the home.

Positive Relationships and Behaviour

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teachers/Early Years Educators act as the 'Key Person' to all children in EYFS, supported by the EYFS Learning Coaches. We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make. We encourage parents to be an active part within their child's learning.

Nursery and Reception pupils follow the whole school behaviour policy with a focus on three simple behaviour rules: 'Be Ready, Be Respectful and Be Safe'. We recognise that for some children, they find their first experiences of school challenging and behaviour is monitored closely. The class teachers/Learning Coaches will liaise with SLT/SEND team for further advice and support on behaviour issues and where necessary an individual behaviour plan is drawn up and agreed with the parents/carers and the class teacher. There are many behaviours that can cause concern, please see attached procedures re Biting and further guidance in the main school 'Behaviour Policy'.

Transition

Prior to the children starting at the school in Nursery or Reception, parents and carers will be invited into school for a meeting. Relationships between home and school are established in the home visits made prior to the child starting in the Nursery and Reception. Early Years children are also invited for "Stay and Play" sessions with their parents and carers to help them feel re-assured before they start school.

All children in the EYFS are able to access free flow between the Nursery, Reception and outside classroom at certain times during the school day. For the children progressing from the Nursery to Reception, they know the staff and learning environment which supports them when settling into their new school year. New children to the school starting in the Reception class visits to get to know their new teacher and peers, to look at the school building and begin to familiarise themselves with their new learning environment. Staff will also visit pupils or contact their previous settings to support transition.

The Reception pupils build up to whole school activities throughout the year. They share their lunchtimes in the dinner hall with Year One and Year Two and when the cohort are ready, they go into the main playground for

lunch play. All the children moving to the Year One class get to visit their new teacher in the summer term and have a number of sessions sharing the Key Stage 1 outside area. Transition activities are set up during the summer term to support effective transition into Year One.

Enabling Environments

The aim of both indoor and outdoor play is to provide a stimulating and enabling environment for children's learning in all areas of the EYFS curriculum. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and follows children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Children have daily challenges to extend skills. Staff will enhance and scaffold play and extend this, as needed, to further individual learning.

Outdoor Environment

At Quest Primary School, we endeavour to create an atmosphere where children can learn to take risks in a controlled environment. The children have access to manufactured equipment alongside open-ended resources in order to develop their imagination, solve problems and learn about the world around them. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. We will provide a range of stimulating learning opportunities which will include large scale experiences, gross motor movement, exploration of loose parts (man-made and natural materials), making choices (safe choices), noticing changes in the environment as well as problem solving skills.

Health and Safety

At Quest Primary School, there are clear whole school procedures and policies for assessing risk which includes procedures for keeping children safe during educational visits and for any aspects of the environment or provision that may require a further risk assessment. On a daily basis, Early Years staff will conduct a visual, practical risk assessment where we check the indoor and outdoor environment for hazards.

Safety in the outdoor area

- Staff outdoors must always be aware of the safety of the children in their care, be vigilant at all times and never leave the outside area for any reason unless another member of staff has taken over responsibility.
- Parents and students helping outdoors must never be left in charge of the outside area.
- All equipment should be stored away sensibly and carefully, to allow for safe and easy removal next day.
- If a child is injured, he/she should be handed to a member of staff indoors as quickly as possible for treatment so that supervision of outdoors is interrupted for as short a period of time as possible.
- Children are encouraged to climb and balance independently and to be aware of the level of their own abilities. Adults to offer encouragement whilst being aware of their own safety.
- Whenever children carry equipment (clearing away or carrying) they should be taught how to do it and adults should be aware of the risks involved and minimise them to ensure safety.

Observation, Assessment and Planning

Through careful assessments and observations, including information provided by parents/carers, children's development levels are assessed and tracked. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCO in order to access Special Educational Needs support.

The Early Years team carry out ongoing observations as part of the child's everyday activities in class. These observations are discussed as an EYFS team and wow moments are recorded through comments or photographs and recorded in the EYFS Floor Books. During the initial meetings, visits and first few weeks, on-entry observations and assessments are made (forming the baseline). These inform planning and indicate next steps needed. Children's progress is tracked from when they start at the school in line with the 'Quest Primary EYFS Assessment Key Checkpoints' developed from the Development Matters document. At the end of a child's time in the Reception, the class teachers complete the finalised EYFS Early Learning Goals. Parents/carers receive a report in the summer term. Parents' consultation sessions take place in the autumn and spring terms.

Impact

The intent of our curriculum is that all EYFS pupils, including vulnerable groups such as those with SEND, disadvantaged or summer born children make good to accelerated progress from their various starting points. Observations of the children's attainment and progress is shared and informs pupils next steps and future planning including delivering high impact interventions. Assessments are moderated both internally and with other schools in The Collegiate Trust.

Senior Leaders monitor and evaluate the impact of the teaching and learning in the EYFS and drive developments forward through the EYFS section of the Academy Development Plan. Impact can also be measured by the way in which our children are inspired and excited about their learning. We endeavour to ensure that our children leave the EYFS as confident communicators, with the knowledge, skills, behaviours for learning and rich experiences ready to move into Year One and planting the seed of curiosity for their future.

The Early Years Foundation Stage Team Leader will monitor the development of this policy through Early Years meetings, planning sessions, classroom and display focused observation and be available to assist in the year group planning and teaching of the curriculum. The Head of School, Senior Leadership Team and governors will make focused visits to observe this development.

Appendix

Biting Procedure

Biting is fairly common in young children and it evokes strong emotions in adults, both parents and educators. Biting is often very painful and frightening for the child who is bitten. It can also be very frightening for the child who bites. Biting happens for different reasons with different children under different circumstances. The first step in learning to control it is to look at why it is happening and looking at the child as a whole, to see if there is an underlying reason for them to bite. There may be a number of reasons including:

- Frustration – inability to express themselves verbally. Instead of hitting another child with whom they are fighting, the child may bite them. Or if things are not going their way, toddlers may get very angry and frustrated and lash out by biting.
- Copying – children who see another child or adult biting may think that this is a good idea, therefore we recommend parents do not play bite or nibble as a sign of affection.
- Seeking attention – biting is a good way of getting others to take notice, even if the attention gained is negative.

Procedures

A calm and consistent approach is applied in the handling of the situation. We very firmly and calmly say “No we do not bite. It hurts and it is not nice”. We use gesture and facial expression to reinforce the message. The child is then removed away from others to ensure their safety.

- If a child (or adult) is a victim of biting, immediate comfort is given to the child saying “I am very sorry (name of child) has bitten you.” A cold compress is applied to the area. Biting is always taken seriously and staff do their best to ensure that it is stopped as soon as possible. The parent of the child bitten is informed and we will monitor this child closely. Our policy is not to disclose the name of the child who does the biting.
- Parents of the child that is biting would be informed and in the first instance asked to collect from school with an initial discussion with the teacher and parents. We strongly insist that parents do not bite their child in return as punishment. It sends a confused message to the child.
- Using the who, what, when and where method we try to pinpoint the problem: Who was involved? What happened before or after? How was the situation handled? When did the biting occur? Where did it happen? This is recorded via CPOMS.
- If all the above measures have been put in place and the child continues, the parents will be invited to a further meeting including the teacher and EYFS Leader/or SENDCO where further discussions for a plan to help stop the child biting. We would share books with all the children such as “Teeth are not for biting!”.
- In the case of the older children (KS1/2) the following would apply:
 - (a) the child will be removed from the situation in the company of an adult;
 - (b) child and adult will spend time talking about the conflict;
 - (c) whilst reassuring the child that it is the behaviour which is unacceptable and not the child, firm guidance will be given should the unacceptable behaviours arise again.

In the rare case that the child persistently continues biting, the child may be removed for a short period of time for the safety of the other children. Advice will be sort if it is needed regarding help from outside agencies e.g. Health Visitor, GP, Outreach for specialist provision.