



BLOSSOMFIELD

———— Infant School ————

FOUNDATION KEY STAGE POLICY

Eastcote Close, Shirley, Solihull
West Midlands B90 3QX
Telephone 0121 744 5522
Fax 0121 744 0607
Email office@blossomfield.Solihull.sch.uk

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Foundation Key Stage (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'

EYFS Statutory Framework March 2012

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. 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." We aim to support children in ensuring their school readiness through providing them with a broad range of knowledge and skills that provide the right foundation for good future progress through school and in life." **(Statutory Framework for the EYFS 2012)**

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

A Unique Child

At Blossomfield we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/class/feedback assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEND)

We value the diversity of all children and their families at Blossomfield Nursery and Infant School regardless of race, religion or ability. In our school we believe that all our children matter. We give our children every opportunity to achieve their personal best through setting realistic and challenging expectations that meet their needs. We do this by taking account of their range of life experiences through adapting the planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Welfare

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 Whole School Safeguarding Policy)

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them." P13 (Statutory Framework for the EYFS 2012)

At Blossomfield Nursery and Infant 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 2012. We understand that we are required to:

- Promote the welfare and safeguarding 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.

Positive Relationships

At Blossomfield Nursery and Infant we recognise that children learn to be strong and independent from secure and positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school;
- The children have the opportunity to spend time with their teacher before starting school during transition sessions;
- Support children through the transition from Nursery/pre-school to Reception with the children attending part time during the first week. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Nursery/Reception year in order to detail how we aim to work with their child.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;

- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: family workshops, curriculum evenings, PTA events.
- Written contact through reading diaries as well as the acknowledgement that parents can speak to staff when necessary.
- By providing Sessions with a Child and Family mentor where parents are able to discuss any concerns.

Enabling Environments

At Blossomfield Nursery and Infant School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up to reflect the seven areas of learning.

Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we

follow their current interests and experiences. These observations are recorded in a variety of ways including photos and jottings.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

At Blossomfield School we highlight the development matters statements for each child at the end of each term which reflects their level of development and the progress they have made. Within the child's final term in the foundation stage we provide a written summary to parents, reporting their progress against the early learning goals indicating whether they are meeting, exceeding or emerging (not yet reaching) expected levels of development.

A copy of this is also given to the year one teaching staff commenting on levels of attainment, along with ongoing dialogue about each child's skills and abilities in relation to the characteristics of learning. (playing and exploring, active learning and creating and thinking critically). We give a reasonable opportunity for parents to discuss these judgements with the EYFS teacher if required.

Learning and Development

At Blossomfield School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are all inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;

Planning and guided children's activities will reflect the different ways that children learn and reflect these in their practice. At Blossomfield we support children in using the three characteristics of effective teaching and learning. These are;

- **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; and
 - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- (Taken from statutory framework for the EYFS 2012)

Playing and Exploring

"Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults"

p.6 (Statutory Framework for the EYFS 2012)

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn 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.

Active Learning

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods." (Code of Ethics: Early Education; The British Association for Early Childhood Education)

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions." (Confident, capable and creative: supporting boys' achievements Guidance for practitioners in the Early Years Foundation Stage)

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

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

The specific areas are

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

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. 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 Inclusion leader in order to access Special Educational Needs support.

Religious Education is also taught in the reception classes in accordance with Solihull guidelines.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Blossomfield, there are clear procedures for assessing risk (see whole school risk assessment in relation to trips and visits policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2012, at Blossomfield we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At Blossomfield a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day. (Statutory framework for EYFS 2012)
- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required

- All children are offered fruit and milk on a daily basis.
- A first aid box is accessible at all times and a record of accidents and injuries is kept in an exercise book. As of September 2012, most Teaching assistants are paediatric first aid trained.
- The inclusion manager is the named behaviour manager for the whole school with the EYFS leader/EYFS Senco as the lead behaviour manager for the Early Years. (refer to Inclusions policy, behaviour policy, physical handling policy)
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

Transition

From Nursery/Pre-school settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- During the summer holidays parents are encouraged to complete an "all about me" booklet with their child. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to visit their reception class for a morning session.
- Members of staff from Blossomfield receive transfer documents from feeder settings and on occasions will make visits to see a child in a familiar setting. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children requiring extra support will have additional visits regardless of their setting.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the school, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

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