



Early Years Foundation Stage Policy



Approved by	Staff	Issue Date	January 2023	Review Date	January 2025	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

The Foundation Stage comprises of 1 nursery class and 1 reception class.

Nursery Staff

Class Teacher:	Rachel Emmett
Nursery Support (am):	Natalie Todd
Nursery Support/Lead (pm):	Natalie Todd
Nursery Support pm:	Gemma Horton

Reception Staff

Class Teacher and Early Years Leader:	Nicola Turner
Teaching Assistant (am):	Lisa Aston
Teaching Assistant (pm):	Annette Dolman
Teaching Assistant (1:1 in am):	Annette Dolman

Performance Management Plans are in place for all support staff and are carried out by a member of SLT with Early Years expertise to provide opportunities for staff to discuss any issues – particularly concerning children’s development or well-being; identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. At times the Foundation Stage will have visiting student teachers and apprentices working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate CRB certificate.

The Foundation Stage staff work as part of a team. Children from the classes have opportunities to work together during free flow times outdoors, accessing shared continuous provision. There are many other planned opportunities where Nursery and Reception come together such as our Learning Together Mornings and trips. EYFS staff regularly discuss plans and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

Staff have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date

training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage effects a smooth transition from home to school and offers stability for the younger child. In both Nursery and Reception children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In Early Years we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available organised into 6 key areas: home corner; art attack; building site; cosy corner; small world and outdoors. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

Both planning and observations formats highlight the importance of the characteristics and how our practice must reflect upon and provide opportunities for the different ways children learn. Our Characteristic of Effective Learning is linked to the whole school Thinkers Moves which give children the opportunity to understand how they learn as well as provide prompts for practitioners.

Our Curriculum

In Early Years we aim to provide our children with an engaging and exciting curriculum that develops natural curiosity, awe and wonder. Our framework is guided by the Development Matters to ensure we achieve a progressive model. We seek to create a balance of child led interests alongside a carefully planned curriculum that is tailored to meet the needs of individuals.

Assessment is precise, sharply focused around identifying and tracking vulnerable learners to ensure provision and support can be scaffolded up to their needs. Assessment including daily observations are monitored and used to secure timely interventions and support, based on a comprehensive knowledge of the child. This assessment informs, enhances and develops our long term plan each half term through the use of data analysis, gaps and strengths are highlighted to provide a focus for adult led planning, continuous provision planning and objective led planning for the half term ahead.

Our curriculum aims to engage and enthuse all learners through play in a secure environment with effective adult support allowing the children to explore, investigate and enjoy the learning experience. We help them to practice and develop ideas, concepts and skills in a unique and non-threatening way, without fear of failure.

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

1. Personal Social and Emotional Development
2. Physical Development
3. Communication and Language

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by 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 have adopted a scaffolding up approach rather than differentiating down to enable all learners to be a part of the main stream curriculum.

Adult led planning to be carefully informed by assessment and observations. All adult led sessions identified on the timetable are planned for each week along with continuous provision. Nursery and Reception data is updated every half term. Data is input onto insight tracking and analysed to identify weaknesses and strengths as well as highlighting and carefully monitoring areas of concerns for specific children. Vulnerable groups such as PP/EYPP children are tracked and areas of weakness are also identified to provide a focus for the following half term. As a team suggestion /ideas for activities to promote these areas are shared. Areas of learning presenting as weaker areas are also used to inform objective led planning based around the children's interests.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between home, school and children's centres in order to make links stronger for the good of the community as a whole. Through a range of learning together activities we provide opportunities regularly to build strong links. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image. Our SMSC tracker highlights the range of activities and opportunities our children have to achieve. Through a range of themes and sharing/joining whole school weeks such as Humanities week our EYFS aims to ignite learning with exciting launch days or dazzling discoveries including visits out and visitors within school too. We aim to inspire our pupils whilst considering their locality enabling us to develop their skills, knowledge and understanding as a Lichfield citizen. Our EY Leader has been trained in supporting young children through bereavement and has a real awareness of the importance of engaging with children's emotions and feelings. But also recognises the importance in developing

children to be excellent peer mentors to be able to have the skills to support one another too. Effective opportunities are established in both Nursery

and Reception to promote the practice and principles of equality and diversity through play. These opportunities are planned for in a range of ways from the continuous provision to Learning Together mornings where our parents/carers and the community are involved.

PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoor and outdoors and by working with a wide range of resources.

Our outdoor area has been planned to provide children with the room for movement and development of gross motor skills with the “climbing cube” as a focal point. Our outdoor tool shed also fosters those fine motor skills encouraging the children to use tools with care and precision.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children’s developing competence in speaking and listening is focused on. We aim to extend and enrich the children’s vocabulary through story time, rhymes, role-play and group discussions. Those children with EAL or additional needs are provided with interventions including NELI, time to talk and colourful semantics. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading and writing, phonics sessions and small group guided reading and writing.

In Reception we use Drawing Club, which opens up the magic world of tales and story to children whilst at the same time enriching their language skills and developing their fine motor skills. It immerses children into a world full of imagination where anything can happen and often does! It aims to create pure joy and foster an intrinsic motivation to draw and write. In Nursery we use Story Dough which was created as a precursor to Drawing Club, Story Dough! is a ten minute pop-up for adults and small groups of children to invent, wonder and bring imagination to life using playdough.

The pre-writing work encourages correct pencil control, left/right orientation and correct letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. The children have access to our school home library on a daily basis and we encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

Phase one phonics is rooted into all areas within our Nursery environment and is also planned for adult led sessions daily. This has had a significant impact upon our children’s readiness and understanding of the further phases through Reception and KS1. Our home

reading system ensures that all children have a home reader that matches their phonics phase. The children are discretely assessed each half term and are tracked to ensure progress is made and any children who may benefit from interventions highlighted. These judgements then inform the phase and set home reader they are given. (See Phonics Policy for further information regarding Early Reading.)

MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas.

We have also We use White Rose and the Mastering Number programme. Both run seamlessly together and ensures learners have the key knowledge and understanding in mathematics to prepare them to become fluent in calculation with a confidence and flexibility with number.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Hands-on learning together mornings and regular woodland sessions develop children's understanding of the world around them alongside their families.

Through People and Communities, we aim to develop a sense of belonging in firstly the child's immediate family and then broadening out to their community. They develop an awareness of their own locality through early field work exploring their city, hands on. And develop skills and gain knowledge about the world when making comparisons to other countries.

Past and Present provides the foundations for our History curriculum at Charnwood. Key concepts are introduced in early years and are revisited and built upon through their learning journey at Charnwood. For example, a child in Reception will be introduced to the concept of change during their All About Me study. This concept will be revisited and drawn upon during their local study on Schools in key stage 1 and later during their study of the Bronze and Iron Age in upper key stage 2.

EXPRESSIVE ARTS and DESIGN

Our curriculum aims to encourage children to represent and understand their own feelings and ideas whilst developing their imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. We aim to introduce children to a range of techniques, styles and artists laying the foundation knowledge and skills required for pupils to achieve and progress in Key Stage 1 and beyond.

OUTDOORS

We have an outside learning space which children have access to each day. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices. Objective led planning for outdoors helps practitioners to focus our planned observations targeting specific children and areas of learning.

We visit the woodland area every other week for a morning as an early years unit. Our visits aim to stimulate our children through the outdoors experience, over time, and increase their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.

ASSESSMENT OF CHILDREN

Please see separate EYFS Assessment Policy

When the children leave Reception we assess them by the Early Learning Goals. Your Reception child will receive a report upon leaving Early Years related to these goals. We have also developed our own Charnwood Goals that we encourage our children to work towards during their time in Nursery and Reception. These goals stem from our Charnwood values to ensure that we encourage the children within our care to understand and grow within our values in the hope that they are inspired and achieve.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual digital learning journeys and on the school website.

PARENTS/CARERS AS PARTNERS

We value the involvement of parents in school. Parental involvement with school begins even before children start Nursery or Reception with an invitation to visit the school and meet their child's teacher. Parents consultation meetings are held in the Autumn and Spring Term at which parents are invited to discuss their child's progress. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher or Foundation Stage Leader or the Principle. Parents are kept informed of all happenings in the school by regular newsletters and curriculum overviews which keep them up to date with our latest topics and themes. The Parents also have access to our EYFS page on the school's website that keeps them informed on dates as well as celebrating their children's learning with them.

"Learning Together" with parents is valued within the EYFS; the children have a learning together challenge which is shared each Monday for the children to complete alongside their parents/carers. Parents are included in their child's learning journey via their digital learning together journals, learning together mornings. Parents have access to their children's online learning journeys through the Tapestry app and can comment instantly on observations or upload evidence from home. We also hold Learning Together mornings and afternoons where we invite parents/carers/grandparents into the classroom to learn alongside their child in an interactive, stimulating and exciting environment based upon our current themes.

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available at school.

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where necessary with one to one support and group interventions. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) and Gifted and Talented policy available at school.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Foundation Stage staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

ALLERGIES

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

MEDICAL NEEDS

We keep a note of any medical needs, allergies, children who need inhalers or epi-pens in the nursery kitchen area so everyone is aware of the individual needs. EYFS staff are trained in paediatric first aid. Systems are in place where injuries are recorded and notes given to parents.

SNACK TIMES

We have a snack area based in both of our EY classrooms. We see snack time as a social event, a time where the children enjoy a drink of milk, piece of fruit and/or a light snack together. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. As well as developing their knowledge of healthy eating promoting health and self-care. It also develops independence as the children are encouraged to serve themselves and wash up their own plate. **WE DO NOT CHARGE FOR SNACK.**

TOILETING AND INTIMATE CARE POLICY

All children at Charnwood Primary Academy have the right to be safe and be treated with dignity, respect and privacy at all times.

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. It should be considered in line with our Safeguarding Policy, Health and Safety Policies and Administering of Medicines policy.

This policy supports the safeguarding and welfare requirements of The Early Years Foundation Stage Statutory Framework 2021: Charnwood Primary Academy will ensure

- No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in day to day activities.
- No child with a named condition that affects personal development will be discriminated against.
- No child who is delayed in achieving continence will be refused admission.
- No child will be sent home or have to wait for their parents/carer due to incontinence.
- Adjustments will be made for any child who has delayed incontinence.

Intimate Care Tasks – cover any tasks that involve the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Partnership with Parents/Carers – Staff at Charnwood Primary Academy work in partnership with parents/carers to provide care appropriate to the needs of the individual child and together will produce a care plan. The care plan will set out:

- What care is required
- Number of staff needed to carry out the task (if more than one person is required, reason will be documented)
- Additional equipment required
- Child's preferred means of communication (e.g. visual, verbal). Agree terminology for parts of the body and bodily functions
- Child's level of ability i.e. what tasks they are able to do by themselves
- acknowledge and respect for any cultural or religious sensitivities related to aspects of intimate care
- Be regularly monitored and reviewed in accordance with the child's development

Parents/Carers are asked to supply the following;

- Wipes, creams, nappy sacks etc
- Spare Clothes
- Spare underwear

Best Practice – When intimate care is given, the member of staff explains fully each task that is carried out and the reason for it. Members of staff encourage children to do as much themselves as they can. Lots of praise and encouragement will be given to the child. No member of staff is to change a child without another member being present.

All staff working closely with children must have a DBS check. Particular staff members are identified to change a child with known needs and that they plan and record their work with that child.

Safeguarding – See whole school safeguarding policy.

Dealing with body fluids – Urine, faeces, blood and vomit will be cleaned up immediately and disposed of safely by double bagging and placed inside the nappy waste bin. When dealing with body fluids, staff wear protective disposable gloves, aprons and wash their hands thoroughly afterwards with soap and warm water. Children's soiled clothing will be bagged accordingly. Members of staff will not rinse clothes which have been affected by any of the above. Children will be kept away from the affected area until the incident has been completely dealt with.

All staff maintain high standards of personal hygiene and will take all practicable steps to prevent and control the spread of infection.

This policy aims to manage risks associated with toileting and intimate care needs and ensures that employees do not work outside the remit of their responsibilities set out in this policy.

Policy by: Nicola Turner (EYFS Leader)

Date: 12 September 2023

Signed: N.Turner