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Holy Trinity Lamorbey CE Primary School EYFS Policy

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Guiding Principal and Rationale

"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", Department for Education, 2012

At HTL School, we are committed to providing a high quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

Staffing and Organisation

At HTL School, we have one Nursery and two Reception class that has the use of large classrooms and shared dedicated outdoor area. The classrooms have carpet areas and the rest of the space is organised into learning zones for the children to access. The nursery has a qualified teacher and two part time nursery nurses. The reception classes have two part time teachers in the one class and a full time teacher in the other class supported by full time teaching assistants. Other teaching assistants may be deployed in Early Years based on the needs of the children.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. All sessions include free flow access to the outdoor area. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Planning

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five. There are three prime areas of learning:

Communication and Language
Physical Development
Personal, Social and Emotional Development

In addition, there are four specific areas of learning:

Literacy
Mathematics

Understanding the World
Expressive Arts and Design

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

Long Term Planning

Our long term planning shows our aims and values, demonstrates how our continuous provision meets the EYFS requirements and promotes learning within the areas of learning and development, tracks the learning objectives that have been covered and highlights any key events to be included.

Medium Term Planning

At HTL School, we deliver a creative curriculum, which is based around a new topic each half term. Medium term planning shows the key learning experiences for each area of the curriculum. Practitioners use this flexibly, choosing learning experiences to meet the needs of the children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in. These ideas are incorporated into the medium term plan.

Short Term Planning

Short term planning shows the learning opportunities that will be available over the week. It includes differentiated adult led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous week's observations and assessment of the children.

Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning.

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week's observations.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases throughout the year, as their concentration develops.

Observation and Assessment

At HTL Primary School, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities, practitioners make 'snapshot' observations. Notes about guided activities are recorded on class record sheets. In addition, each child is the focus of a long observation at least once a term and has targeted experiences planned for them the following week. Each child has her/his own file and all observations are gathered there along with examples of work, other records and parental contributions.

During the first half of the Autumn term reception teachers use the **Early Excellence baseline** assessment, together with their knowledge of each child, to decide their level on entry. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

In the Summer term, practitioners consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or have not yet met (emerging) the levels. Judgements against the ELGs are based on ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carers judges can offer a useful contribution.

The results of the Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, 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 helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

Working in Partnership

We recognise that children in the **nursery** may access EYFS provision through other providers throughout the week and that all providers have an equally important role to play in their early years experiences. We seek information about the other settings that our children attend so that we can establish communication about their learning and development.

Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. Resources are clearly labeled and organised into learning zones, enabling the children to access them with a high level of independence. Practitioners regularly evaluate the effectiveness of the learning zones and make adaptations as necessary.

Parent Partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each week, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. In the Autumn and Spring terms we hold parents' consultations and in the Summer term we send home detailed reports. There are regular opportunities for parents to view their child's Learning Journeys. We welcome contributions from home and provide discussion records for parents and carers to complete. The children take reading books home to share.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work. We also arrange trips for children in the EYFS within the local community, for example visiting the local library. The children take part in educational visits linked to their topic work. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

Behaviour Management

The children in the early years are encouraged to follow the school's Rules. Children will be systematically taught these rules through the PSED curriculum. If a child consistently breaks the rules they will receive a warning, further refusal to follow the rules will result in time out inside the class, followed by time out in the next door class, followed by referral to a senior manager and, in the final instance, referral to the head teacher.

The golden rules also apply outside and will be reinforced by staff. If children fail to follow the rules outside they will be sent indoors. All staff will be responsible for ensuring that all children play safely and abide by the rules by ensuring they have a reasonable view of most of the outside area.

Teachers discuss with parents any concerns they have about behaviour to prevent problems from escalating. These discussions may be informal initially, but if problems persist a record of such meetings will be made.

Toy gun policy

Children may make guns as part of their creative development. Staff will question children about what guns are for and whether they think it is a good idea. Children will be taught to still follow the golden rule of 'Be gentle'.

Garden area

Children will be taught to walk in garden area, observe and follow the golden rule of 'Look after property and the environment'.

Confidentiality

All information in relation to the children in our care and their families will be kept in the strictest confidence, unless it raises concerns for the safety and wellbeing of a child, in accordance with data protection.

Information is kept in a secure file in the office, which is only accessible by authorized staff. The office is kept locked when unoccupied.

Senior staff will be kept informed of parents/carers concerns or changes of circumstances; however other staff will only be given information which is relevant to their work with their child.

Staff are aware of the need for confidentiality and will only discuss with parents/carers matters that concern their child.

Parents/carers are expected to understand the need for confidentiality and not discuss sensitive matters or children other than their own with other individuals.

Safeguarding

Please refer to the school's Safeguarding policy.

Inclusion and Equal Opportunities

All children will be treated fairly regardless of ethnicity, gender, religion and ability. Diversity is celebrated with the early years, children are encouraged to share their home languages and customs and our activities reflect their interests and cultures. We provide role play materials relating to different ethnicities and cultures.

We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

removing or helping to overcome barriers where these already exist;
being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required;
Stretching and challenging all children.

Please refer to the school's 'Equality of Opportunities', 'SEN' and 'A, G and T' policies.

Premises and Security

Access to the school is through the EY wooden doors and the side gate by the Glade which is kept locked. The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign in to the school visitor's log and are given a visitor sticker to wear. Staff are aware of their role in challenging anyone who is not recognized and asking for identification from anyone claiming to be from an outside agency.

The doors/gates are kept locked, except when the children enter and leave the setting at the beginning and end of their school day and when the children access the playground for playtimes.

The external doors are closely monitored by staff when children are entering or leaving the setting, to ensure that they cannot leave unaccompanied. All staff are aware of the need to monitor the external doors to ensure that they are secure during the session. The register is used to check how many children are present. When moving from one area school to another, head counts are used to check that all children are present before leaving.

Arrival and Collection of Children

Nursery children have their own access door to the nursery classroom and can enter school at 8.45am. Reception children can enter school from 8:40am. Each child is marked in on the day's register by the class teacher. Parents/carers use the same doors, as drop off, when collecting their child(ren) at the end of the school day. If a child needs to be collected during the school day, parents report to the school office.

Under no circumstances is a child allowed to leave with anyone other than those named on the child's contact card, unless the parent has given written or verbal permission. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them.

If a child is not collected and the parent/guardian is uncontactable, the other names on the child's registration form will be called to collect the child. If no-one on the child's registration form is contactable, the head teacher should telephone the Social Services Duty Officer or Out of Hours Duty Point. Arrangements should then be made for the child to be removed to an appropriate place of protection agreed by the Social Services Department. It remains the responsibility of the Social Services Department in conjunction with the Police to contact the parents and if appropriate, to inform them of their child's whereabouts.

Missing Child

If a child disappears during the school day, practitioners will check with all members of staff when the child was last seen and that they have not been collected by a parent/carer, organise a thorough and systematic search of the building and

surrounding playground etc, inform the head teacher of the situation and telephone the child's parents or other emergency contact to explain the situation and double check that the child is not there or their whereabouts known. If the child is still unable to be located, the school will notify the police of a missing person.

Outings

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing.

Key Person Approach

The class teacher is responsible for the well being of all of the children in our EYFS classes.

The teacher's responsibilities include:

helping the child to become familiar with the setting
building a relationship with each child's parents, working in partnership with them to ensure that the child is being cared for appropriately for each family.
responding sensitively to the child's needs, feelings, ideas and behaviour.
ensuring that the learning opportunities on offer meet the needs of each child.

Complaints

Please refer to the school's 'Complaints' policy.

Information for Parents and Carers

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink.

Being Active

The children have access to an outdoor area, which provides a range of physical activities. They are also able to access the trim trail on the main playground.

Food and Drink

We provide a 'free flow' snack area in the Reception/Nursery classroom. Children are supported to wash their hands with soap before selecting a snack and pouring their own drink. The snack bar is accessible throughout the day, allowing the children to make decisions about when they are hungry and thirsty. Fresh drinking water is available at all times, however reception children can bring in their own water bottles if they prefer.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and all practitioners are aware of this when putting out food and drink in the snack area or when leading a cooking or food tasting activity.

Parents are provided with information and suggestions about what to put into their packed lunch. The packed lunch sheet also provides advice about appropriate food content. The school dinner menus are provided for parents to see. Advanced warning is to be given to the school office if any changes are to be made with regards to lunch arrangements.

Illnesses and Injuries

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhea.

If a child becomes unwell whilst at school, a member of staff will:

phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.

sit with the child in a quiet place away from other children, if possible, until the parents arrive.

if the child has had sickness or diarrhoea, explain the policy of at least a 48 hour clearance of either symptom before the child may return.

Advice relating to notifiable diseases is displayed in the school office.

In the case of an injury, appropriate first aid will be administered by a qualified first aider. First aid cover is provided at playtimes and lunchtimes. All accidents are recorded in one of the school's accident books and signed by the member of staff who dealt with the incident. An accident slip is then completed and is sent home with the child at the end of the day. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary.

We ask for written parental consent to seek any necessary emergency medical advice or treatment in the future when the children are admitted to school. In the

case of a more serious accident to a child, the practitioner/school will contact the parent/guardian to agree a course of action if time permits. If the parent/guardian cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child. The child should not be given anything to eat or drink. If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use. Two adults must accompany the child, and one adult must accompany a member of staff. Should an ambulance be required, one adult must accompany the child or adult. The child's registration form must be taken to the hospital with the child.

Medicines

Only drugs/medicines prescribed by a registered Medical Practitioner will be administered to children. Parents should complete and hand in a Consent Form, along with medicine, to a member of staff. Drugs/medicines must only be administered to the child for whom they are prescribed and all drugs/medicines must be kept in the original container stating whom they are prescribed for and dosage information. Unwanted or unused medicines must be returned to the parent for disposal. A record of the drugs given should be made indicating the time, dosage and signed by the person administering the dose. The child's parent should sign this each day that medicine is given.

Training for prescribed medication that is invasive i.e. EPIPENS etc is available via the school nurse. If an individual child requires a care plan, this will be drawn up in partnership with parents and the school nurse.

Changing Children.

Changing is a personal time, and the dignity of the child will be respected at all times by staff. Changing will be done in the toilet where both privacy for the child and supervision of the staff member can be achieved.

All children will have a labeled individual P.E bag containing at least one full change of clothes available.

The school will hold a supply of spare clothes and will provide the baby wipes needed.

Children will be changed on a changing mat. Children will never be left unattended during the change. Staff will ensure that wherever possible they are in view of a colleague. Staff will talk to the child in a comforting, positive and friendly way and will maintain good eye contact with the child throughout the changing process. Staff will record the change on an accident change sheet and parents/carers will be informed.