

Cheadle Primary School
Early Years Foundation Stage Policy



Rationale

We recognise that the Early Years Foundation Stage is a crucial part of a child's education. It is a time when children need high quality care and learning experiences. It is now that the foundation for, and attitude to learning is laid.

Aims

Our aim is to provide high quality care and education for all pupils, in a happy, safe, secure and stimulating learning environment, where children learn, develop and make good progress, where children feel included, secure and valued, where a positive attitude and disposition to learn is encouraged and where children, parents and practitioners and governors work together in an atmosphere of mutual respect.

Objectives

- That the school provides the caring, enquiring, inclusive environment needed for good early years practice.
- That the Early Years Foundation Stage provides a progressive, relevant and carefully structured curriculum, through the 6 areas of learning outlined in the Early Years Foundation Stage Document, building on what the children can already do as they enter school, working towards achieving the Early Learning Goals.
- That a broad and balanced curriculum is provided within which children can explore, experiment, plan, observe and make decisions for themselves, and in which activities are planned by adults and by the children themselves.
- That account is taken of the individual needs of pupils that assessment is both informed and ongoing.
- That equal opportunities are provided, regardless of race, culture, religion, background, special educational needs, disability, gender or ability.
- That the children are allowed to experience role play without reinforcing stereotypes.
- That there is an Early Years Foundation Stage Manager who oversees both Nursery and Reception classes.
- That the Early Years Foundation Stage is staffed by qualified, caring staff, who regularly meet to discuss and assess all aspects of the curriculum and needs of the children.
- That the policies in this document are agreed, relevant and integrated into the life of the school.

- That there is a smooth transition from home to Nursery to Reception to KS1 classes for all our pupils through pre-school meetings, home school links, and combined Early Years Foundation Stage and KS1 meetings.
- That the Foundation Stage is a crucial part of school life and that the whole school, parents and governors are made aware of its policies and practices.

School Organisation

- The Early Years Foundation Stage department consists of a 26 place Nursery class (which covers the free 15hours) and two parallel Reception classes. Additional time may well be available to meet the 30 hour provision given that eligibility criteria is met.
- The Nursery class is housed in a separate building within the school grounds, and the 2 Reception classes within the main school block.
- The Nursery class provides 15 hours funded provision and also additional wrap around care, including Breakfast Club and Fun Club which is after school care if parents wish to extend the hours in Nursery After an induction period, the Reception classes work to the same sessions as the main stream school.
- The 2 Reception class teachers are supported by teaching assistants.
- The Nursery class practitioners are a qualified teacher and full-time nursery nurse with additional teaching assistant support where needed.

Admissions

1. Children are admitted to the Nursery in the September of the year they are 3 years 4 months.
2. Priority is given, in this order: special needs requirements, catchment area, older siblings in school.
3. There is an induction procedure for Nursery and Reception classes which is flexible to suit children's needs (see induction policy).

Staffing Policy

- It is our policy to employ fully qualified, dedicated and caring staff.
- We employ the statutory ratio of 1 adult to 13 children within the Nursery. The 26 place, part time Nursery is staffed by a teacher and a nursery nurse.
- The two parallel Reception classes are staffed by two class teachers and full time teaching assistants.
- In the Nursery class, family groups are in place, providing the children with a key- worker with whom they identify closely.
- Both Reception and nursery staff attend weekly whole school staff meetings and planning meetings.
- Regular in-service training is available to all practitioners.
- The Foundation Stage manager oversees the Early Years Foundation Stage.

Role of the Foundation Stage Manager

1. To support the Early Years Foundation Stage practitioners in their delivery of a relevant and balanced curriculum.
 2. To monitor and provide guidance in all areas of the curriculum.
 3. To liaise with parents, practitioners, Head Teacher, KS1 and KS2 staff and governors.
 4. To facilitate long term planning, from which Nursery and Reception practitioners take their weekly planning, thus providing progression within the EYFS.
 5. To attend appropriate in-service training, and disseminate to other staff members.
 6. To oversee ancillary and parental help within the department.
 7. To coordinate admissions transference within the EYFS and from it to KS1.
1. The management of the EYFS budget.
 2. To monitor the use of resources, so that an accurate bid can be made to cover the future needs of the department.

Classroom Organisation

1. Topic tables, theme areas, reading corners and work bays related to the curriculum are in evidence in both the Nursery and Reception settings.
2. Staff work to a flexible daily time table.
3. In the Nursery, children work in family groups for part of the day.
4. Opportunities are given for active learning in both indoor and outdoor situations.
5. Resources are organised so that children can organise their own learning to an extent.
6. Adult directed and child choice activities are in evidence.
7. A quiet, thoughtful area is provided.
8. Displays are relevant and stimulating. Interactive displays are used, providing opportunities for participation.

Role of Practitioner

1. To be aware of the standards to be reached as reflected in the EYFS welfare and curriculum document and provide relevant learning opportunities so that the majority of children have achieved these expectations by the end of the Foundation Stage.
2. Nursery and Reception staff will provide a broad and balanced curriculum based on the EYFS stages of development in the six areas of learning.
3. To be aware of the individual needs of the children and provide them with the relevant learning programmes and opportunities.
4. To work as an active member of a caring supportive team under the guidance of the Foundation Stage Manager and Head Teacher and in partnership with parents and governors.
5. To be aware of, and put into practice, the policies outlined.
6. To attend relevant in-service training.

Equal Opportunities

- Equal opportunities are to take into account culture, race, accent, dialect, social background, disabilities, learning difficulties and gifted children. All children will be included, and no person or child will be treated less favourably because of these factors.
- We aim to incorporate equal opportunity strategies in all aspects of the Early Years Foundation Stage Curriculum. We aim to foster a positive atmosphere amongst staff and pupils to achieve the best they are capable of.
- We feel it is important to promote the child's own work as a valued individual.
- It is important for children and staff to show respect for each other.
- Appropriate opportunities will be given for children to acknowledge and value the similarities and differences between themselves and others.
- Resources will be such as to avoid stereotypes and derogatory messages about any groups of people.

Multicultural Aspects

- Our policy is to foster a positive attitude towards all ethnic groups.
- We aim to promote a positive image of all cultures through resources provided.
- Differing forms of worship will be respected. Any parent has the right to withdraw their child from our school's reflective time/time of worship.
- Dietary needs of all children from other cultures will be respected as appropriate.
- We aim to value all children and adults from whatever traditions and cultures as an asset to the department.

Premises, equipment and security

- Cheadle Primary is a large school with the advantage of large playground areas and an excellent playing field. The Early Years Foundation Stage Department of the school consists of two Reception classes, located within the main school, and a separate building, within the school grounds, which houses the Nursery unit.
- Security is of paramount importance, there are coded locks on external doors around the school and classroom doors to the outside areas are locked once all children have arrived.
- In the morning children are brought directly into the classrooms in both the nursery and reception classes. At home time the children are only allowed to leave when their parent or carer has arrived. A written note will be kept if parents inform us of someone different collecting their child.
- Both the Nursery and Reception classes are equipped with toys and apparatus which provide opportunities for children to develop new skills and concepts in the course of their play and exploration. The department is organised to contribute to effective learning and to develop a structured routine for the

school day. It endeavours to be warm and welcoming to both the child and parent.

- The furniture has been chosen to reflect the needs of children and adults, in order to create a good balance of quiet and active areas. A variety of seating levels are used within the classes. Storage and work-surfaces are at suitable heights and accessibility for the children.
- Equipment is stored and labelled appropriately to encourage independence and easy access. It is supplemented or changed according to need
- Within the Early Years Foundation Stage Department the following areas are found: a book corner or quiet area, writing, maths, construction and role play areas, science and technology displays, music and small world toy tables, sand and water trays. These areas will be on offer for all the children throughout the day so they are able to access the EYFS curriculum fully.
- The hall, field and playground provide outdoor activities and both the Nursery and Reception classes have the advantage of their own fenced play area and garden area. The play area has partial soft safety surface and is painted with appropriate games and routes to incorporate it as a further area of learning.
- The outdoor and indoor spaces , furniture, equipment and toys are safe and suitable for their purpose and are checked regularly.

Outings

- Children will be kept safe whilst on outings. Written permission from parents will be sought before children are taken out. A full risk assessment, including adult- child ratios will be carried out, taking into account the nature of the outing. Essential equipment including contact phone numbers, first aid kit, mobile phone, will be taken. Transport will meet necessary safety requirements, and have adequate insurance, All children will sit with seat belts fastened

Health and Safety

We wish to ensure the health and safety of children, staff and visitors at all times.

- For many of our children, coming to school will be their first experience of being away from home. It is therefore important that they feel safe and secure.
- Parents will have the opportunity to discuss health issues with staff at the pre-school meetings and at the start and end of school sessions.
- All children are supervised by adults at all times, and will always be within the sight of an adult. Safe outdoor play will be provided throughout the year.
- External doors and gates are to be closed and secured at all times.

- A register of children and adults on the premises is available in case of an emergency, and all staff will be aware of the fire practice procedure which takes place twice a term.
- Fire extinguishers are to be checked regularly.
- Electrical equipment is to be switched off and unplugged when not in use.
- Equipment is to be stored neatly and tidily and checked regularly.
- Spillages are to be dealt with immediately.
- Adults are not to place hot drinks within reach of children.
- No smoking in school areas.
- All staff are to be aware of the first aid box.
- Disposable gloves are to be worn when dealing with bodily fluids.
- Any prescribed medicines must be administered by a named person. Written permission must be obtained from parents before this person can do so. Medicines will be kept in an appropriate and secure place.
- Inhalers must be stored in a place not accessible to children.
- Any accidents must be written in the accident book and parents will be notified of any such accidents/incidents at the end of the school day, or immediately if necessary. Parents will be asked for written permission for school to seek any necessary emergency medical advice in the case of an emergency.
- A slip will be sent home for any bumps to the head.
- Our Teaching assistants and nursery nurses will have first aid training. Reception staff have a working knowledge of first aid. A Teaching assistant in charge of first aid is available.
- Sun protection:
- Shaded areas must be available for the children.
- The children will stay in the sun for a limited time only.
- Drinks of water are available throughout the day. Parents will be asked to provide sun hats and apply sunscreen before the children come to school.

Healthy eating:

- Children are provided daily with free milk until the term after they are 5. Fresh water is available to drink all day. Fruit is also offered during the day. Toast is available to buy at morning break. Children are encouraged to bring healthy snacks for break times. A hot midday meal is provided which promotes healthy eating.

Child Protection

1. We foster an atmosphere where children feel secure and valued.
2. We encourage children to know that they will be listened to when they have something to tell us.
3. Staff training will be updated to recognise the possible symptoms and signs of suspected abuse (physical, emotional or sexual).

4. The layout of the classrooms permit constant supervision of all children, for the protection of both children and staff.
5. A confidential record will be set up if worrying changes are observed in a child's behaviour or appearance e.g. significant changes in child's behaviour, deterioration in their general well-being, unexplained bruising, marks or signs of possible abuse, neglect, comments from children which may give cause for concern, these will be recorded, with dated observation, without comment or interpretation.
6. Staff will work closely with parents and other agencies as appropriate.

Safeguarding

Use of Mobile Phones, Cameras and Personal Recording Equipment To minimise any risks, all personal mobiles must not be used where children are present. This applies to shared use of rooms where non setting staff may be present at the start of the session, for example an out of school club using a classroom with teaching staff present.

- Procedures must be put into place that will ensure safe and secure storage of practitioners' personal belongings including mobile phones. It is recommended that personal mobile phones are security marked, password protected and insured.
- Visitors, including other professionals, contractors and parents/carers must be made aware by signs and verbal reinforcement that they are not to use their mobile phone where children are present.
- Under no circumstances are images, videos or audio recordings to be made without prior explicit written consent by the designated safeguarding person..
- Staff are advised to provide their work place contact number to their family members, own children's schools/settings for use in the event of an emergency. - The setting will not be held responsible for any loss or damage of personal mobile phones.

Work/Setting Mobile

- The school will provide a mobile phone for use during off site visits etc. This will be a mobile phone without any camera facilities. This phone must be signed out and returned to the school Bursar on returning to school
- The school mobile phone is the only source of communication or for use on outings, effective security procedures must be in place to guard against misuse.

Camera and Image Policy and Procedures

Consent is required under the Data Protection Act 1998 as images are considered to be personal data.

- All images are to be stored and disposed of in line with Data Protection Act 1998.
- If images are to be stored for a short period of time they must be password protected on a computer storage device.
- Security procedures must be monitored and reviewed regularly by the designated safeguarding officer. The security procedures include protection against theft of equipment and computer security. Consent forms must be signed by parents/carers with parental responsibility when they register their child with the setting and copies of the consent forms should be provided for the parents.

- Images must not be used for anything other than the agreed purposes unless additional consent is obtained.
- Photographs must be appropriately disposed of should they be no longer required. This could include giving the images to parents, deleting or shredding.
- Where group photographs of children are to be taken, written permission must be obtained from all parents /carers who have the right to refuse.
- The purpose and context for any proposed images should always be considered to decide whether a photograph or video are the most appropriate method of recording the information. - The purpose of taking any images is to be clearly explained for example marketing of the business, prospectus, website, or local newspaper, use in display and to document children's learning.
- Each reason is to be clearly explained and agreed with an option for parents/carers to refuse any or all of the discussed uses and to withdraw consent at any time. Any consent should be reviewed on a regular basis and at least annually.
- Consent for the use of images applies to adults as well as children.
- A child's full name should not appear alongside their photographs particularly if the images could be viewed by the general public.

Use of a Professional Photographer

- Only a reputable photographer who can provide evidence of authenticity should be used. Their photographic identity should be checked on arrival.
- They should be viewed as visitors therefore appropriate supervision should be in place at all times to ensure no unsupervised access to children. They should be supervised by a person who is in regulated activity. For further information on this follow the website link on the back page.
- They should be asked to sign an agreement to ensure that they comply with Data Protection requirements, to agree that images will only be used for the agreed specified purpose and not be disclosed to any third person.

Parents/Carers

- The use of any photographic equipment by staff, parents or visitors must be with the consent of the head teacher, manager or person in charge.
- The manager should have the authority to challenge anyone using photographic equipment without prior consent.
- Parents and carers are not covered by Data Protection Act if they take photographs or make a video recording for their own private use. For further information see the website at the back of the document.

Digital Photo Frames/Screens

- If these are used to display slide shows of children, consent must be obtained from parents and carers.
- Images of children must be purposeful and show them in an appropriate context.
- Careful positioning of photo frames/screens should be considered as they are often displayed in the most public areas of the childcare setting i.e. reception area.

Special Needs

Each child should have access to a broad and balanced education, in a caring, safe and inclusive environment, according to their needs.

We hope to recognise and begin to address a child's special educational needs as early as possible and offer appropriate, differentiated tasks which take into account the needs of the least and most able pupils.

A register will be kept of children with special needs and we will compile a record of steps taken to meet the needs of these children.

We will work in liaison with support staff to meet a child's specific needs, firstly through the school's special needs coordinator.

We also work closely with parents, valuing their concerns.

Early Years Induction Policy

We want the children to feel safe and happy in the absence of their parents. Children cannot learn successfully if they are unhappy or anxious. Our induction procedures aim to help the children feel happy and confident about school.

In the Nursery

Children are admitted to the Nursery in September of the year they are 3 years 4 months old. The cut off date is 31st August of the same school year. In the term before a child is due to start the Nursery class, the children and their parents are invited to visit the Nursery in small groups, on a staggered basis. At this meeting the Early Years Foundation Stage staff welcome the parents and children to school. This is an opportunity for parents to discuss any problems, to look at the curriculum and ask any questions they might have about the Early Years Foundation Stage. The children meet the staff, and become familiar with their new surroundings. Parents complete the necessary forms needed for entry to school and receive a pack of activities as a first home/school link. The 'All About Me' booklet is presented to parents and children at this meeting (see Assessment Policy).

New entrants are also invited to a story session later in the term.

In the Reception Classes

Children transfer from the Nursery class in the September of the year in which they will turn five. Other children join the two full time, parallel Reception classes from the other settings.

Parents of Nursery children are invited to attend an evening in the Autumn term as well as in the Summer term once they have received confirmation of their place.

information meeting which will explain what the children will be doing during their time in reception. There will also be an opportunity for parents to meet the school nurse, members of the PTFA, and governors. They will also be able to visit the reception classrooms. The children themselves are by now already very familiar with staff, routines and surroundings, having worked in small groups with Reception staff, attending story sessions etc and coming to play in the reception outdoor area.

Parents and children new to school meet class teacher's, become familiar with their new surroundings and are presented with the packs described earlier. The children are also invited to a story visit later in the term to meet their new classmates.

We wish to make it clear to parents that we are supportive of the children's needs for as long as it takes them to settle happily into the Foundation Stage routine, the first stage of school life. Although a four week period is generally sufficient, for some children a very carefully graded induction procedure has taken almost a whole term to complete before a child has felt happy to cope with a full school day.

Induction to KS1

Although a distinct part of school life, the Foundation Stage is fully integrated within the school community, taking part in plays, concerts, parties etc. The Reception classes attend joint Reception / KS1 and twice weekly whole school assemblies, the Nursery class joining in one when the children are ready to do so. By the time the Reception classes transfer to KS1 they have visited their new classes and are completely familiar with their new environment and school day.

Home/School Partnership

Parents are a child's first educator. Children's experiences at home are highly significant to achievement. When parents and school work together the results are significant.

We aim to develop effective partnership between home and school as fully as possible and welcome parents in our school to keep them fully informed of all aspects of their child's development.

We ask parents to complete an entry profile with their children. This will provide the baseline for assessments during their time in the EYFS.

Admissions procedures are flexible to allow children time to settle into school at their own rate, we welcome close links with parents during this settling in period.

Parents contribute to and are fully informed of their children's progress and achievements.

Opportunities for learning are extended into the home e.g. sharing and reading books, topic activities, newsletters and experiences at home are sometimes used as stimuli for learning within the school.

We encourage links with pre-school services such as the Library, in the Nursery and foster links with services such as health promotions e.g. school nurse.

Courses are held through outside agencies, involving parents and their children working together over a series of weeks. We also provide parent workshops each term for both Nursery and Reception parents. This is an opportunity for parents to work with their child, the workshops are both educational and fun and provide parents with information on what they can do at home with their child.

We also use Tapestry (online assessment tool) in school which allows parents to see what their child has been doing in school, add comments and add their observations from home.

Each half term parents receive an Early Years Newsletter with information about the children have been learning about and important dates and what is planned for the next half term.

We value the expertise of parents and other members of the community and welcome them into school.

Transition Policy

Our transition policy reflects the ethos that emotional well-being is essential in terms of learning. We have to have appropriate expectations of the children, and empathy with them too, and aim a smooth transition between year groups and key stages.

Our Aims:

To ensure a smooth transition for children in the Foundation Stage from their Early Years setting to the Reception class and from Foundation Stage through to Year 1, maintaining consistency in the construction of the Early Years Foundation Stage Framework and on to the new National curriculum.

Evidence suggests that for a smooth transition to take place there needs to be a combination of:

- effective communication between teachers on each side of the transition,
- parental engagement

Our Methods:

Effective Communication

- Transition meetings between the child's key-person from Pre-school/nursery and the Reception class teacher will be held before a child begins school to enable sharing of information and written records. The class teacher will retain and continue these records to inform planning and the Early Years Foundation Stage Profile.
- Action plan completed each year with the three main local nursery settings which we timetable time to moderate, observe and have professional discussions and observations throughout the year.
- A transfer meeting between Reception Year and the Year 1 teacher will be held to discuss pupils progress and key information to enable a smooth transition.
- Reception and Nursery children are invited to a story session in the term before they start school. For Nursery children this is an half an hour session and Reception it is an hour.

- Reception and Year One teachers will be given a copy of a report on the characteristics of learning for each child and there will be time to discuss this.

Parental Engagement

- Nursery parents meeting in June where parents are given an introduction to how the Nursery works at Cheadle Primary School and what happens, a chance to meet the staff and ask any questions they may have and fill in the relevant forms.
- Reception Class brochure given out to all new parents during an induction meeting in Autumn term as well as the summer term where information is given about what we do in Reception and a chance to meet the staff, ask any questions they may have and see the classroom their child will be in.
- At the end of Nursery and Reception parents receive a report on their child's progress. In Nursery this is linked to the characteristics of learning as well as how they have settled and what they have learnt. At the end of Reception parents receive a report stating their child is emerging, expected or emerging the 17 Early Learning Goals and a report on the characteristics of learning is also given. Reports are also given out termly using O Track to show each child's progress.
- At the end of the year parents are notified which class their child be joining in September. In July there is an end of year open parents evening where parents will be given the opportunity to meet with their new Year 1 teacher, to discuss any concerns.

Assessment Policy

Assessment is ongoing and informs planning.

It helps to monitor a child's progress in all aspects of development and it helps staff to plan individual needs and provide appropriate activities.

Pre-school information is the initial form of assessment which is compiled by parents and children on entry to school along with any information from pre-school groups. This is built on during the child's school career.

In both Nursery and Reception settings, informal notes are kept by practitioners and assessment opportunities noted.

In both settings we have files with samples of children's work, observational notes and photographs all of which are used as evidence for our assessments. We also use Tapestry (online assessment tool) in school which allows parents to see what their child has been doing in school, add comments and add their observations from home. It is used daily in school and creates an individual learning journey for each child with links to the development matters and characteristics of learning. We use O Track to record the child's achievements and track through the year, for each individual child.

In the Nursery and Reception classes we use our ongoing assessments, both formal and informal, to inform our weekly planning.

Agreed by Governors: June 2017

Review Date: June 2018

Signed: Miss H Stubbs

Signed: Mr P Siddley

Signed Mrs D Breeze