

MANOR ROAD PRIMARY SCHOOL



# EYFS POLICY

**September 2024**





# Manor Road Primary School Early Years Foundation Stage Policy

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## **Manor Road Primary School Early Years Foundation Stage Policy**

### **Introduction**

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.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. (DFE:2021)

At Manor Road Primary School, children join the Foundation Stage in the year that they turn five. In an environment that ensures our children are healthy and safe, we work in partnership with parents and carers, enabling our children to begin the process of becoming active learners for life, learning and developing well to ensure their "school readiness".

The EYFS is based upon the following overarching 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, linking to the Learning Characteristics.

## **A Unique Child**

At Manor Road Primary School we give every child the opportunity to achieve their full potential. We have realistic yet challenging expectations that meet the needs of all children across the areas of learning and development. We achieve this by planning to meet the needs of all children in our care through an individualised approach to learning, regardless of gender, physical/medical need/ social or cultural background/ ethnicity.

## **Inclusion/Special Educational Needs (SEND)**

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

We meet the needs of all our children through:

- Involving parents and previous providers in the transition of our children to school
- 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.
- Seeking advice from specialist agencies where appropriate
- Tailoring and adapting our teaching to suit the needs and interests of individuals, groups and cohorts

## **Dyslexia friendly**

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

## **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 and adhere to the Schools safeguarding policy alongside Keeping Children Safe in Education (2024) and have regard to the government's statutory guidance 'Working Together to Safeguard Children (2023) and to the 'Prevent duty guidance for England and Wales (2023).

"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."

As stated in the Statutory Framework for Early Years Foundation Stage 2024, we seek to provide:

- Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

### **Positive Relationships**

At Manor Road Primary School, we recognise that children learn to be strong and independent from secure 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;
- giving children the opportunity to spend time in class before starting school during transfer sessions;
- 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 Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- providing parents with information evenings to support them with home reading and phonics
- 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 with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;

- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which can be added to scrap books which inform planning and provision;
- involving parents in their child's learning journey by giving them the opportunity to view them each half term and inviting them to complete pages over the holiday periods detailing their child's achievements at home
- written contact through Class Dojos as well as the acknowledgement that parents can ring school to contact staff
- providing daily face to face contact with support staff on arrival at school and at the end of the day
- ensuring all parents know that their child's teacher and teaching assistant are their key workers
- Giving all parents a log in to Dojos so they can see their children's progress as well as being able to contact the class teacher between working hours.

### **Enabling Environments**

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 in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual scrap books.

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. Children are actively involved in planning their own role play areas and involved in the decision making process about the other areas of continuous provision. Prompts for phonics and number are readily available in all areas. Children independently plan what they need for an activity and gather their own resources from clearly labelled areas. They are encouraged to become independent in tidying up afterwards.

Our school grounds and outdoor learning areas provide a wealth of opportunity for children to learn outdoors. All children have access to the outdoor area on a daily basis. Children are engaged in a combination of adult led focus activities and child initiated activities which complement those on offer indoors. The children work within a secure fenced area but have supervised access to the allotments, pond, woodland, field and large playground which has different playground areas and offers more space for wheeled vehicles.

### **Learning and Development**

Teachers and teaching assistants provide the curriculum for 36 reception children. Up to 30 children are taught within a single age class, with at least 6 children being taught in a mixed age YR/1 class.

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 and
- Expressive arts and design

## **The Prime Areas**

### **Communication and Language**

Children’s learning and competence in communicating, speaking and listening is supported and extended. Children are provided with a wide range of opportunities and encouragement to use their skills in a range of situations and for a range of purposes. Effective speaking and listening is modelled by adults and practised daily through our normal classroom routines. We achieve this in a variety of ways

- Children are supported to communicate their thoughts, ideas and feelings, building relationships with adults and each other
- We have weekly Show and Tell sessions where children’s speaking, listening and particularly questioning skills are developed.
- We encourage the children to use a range of tenses appropriately through literacy activities
- Daily opportunities for speaking and listening such as story time, singing, and games
- Identifying and responding to particular difficulties in children’s language development at an early stage
- Providing positive role models
- Talking with and listening to children
- Linking language with physical movement eg. through choral speaking and oral storytelling
- Showing awareness of and sensitivity to the needs of children with EAL.
- Providing time and relaxed opportunities for children to develop spoken language through sustained conversations between adults and children, one to one, in small groups and between children themselves
- We use the Bug Club phonics programme, adapted to meet the progression in our reading books.

### **Physical Development**

The physical development of babies and young children is encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement. They are encouraged and supported to use all of their

senses to learn about the world around them and to make connections between new information and what they already know. Children are supported to develop an understanding of the importance of physical activity and making healthy choices in relation to food and lifestyle. We achieve this in a variety of ways:

- Valuing children's natural and spontaneous movements, through which they are finding out about their bodies and motivating them to be active
- Providing a range of equipment and resources that are challenging and interesting and can be used in a variety of ways to support the development of specific skills
- Introducing vocabulary to children alongside their actions
- Supporting children to understand about good health, for example, use of sunscreens, sleeping, hygiene, eating and exercise
- Providing space and time for children to engage in energetic play, to set their own challenges, persist and practice
- Providing opportunities to take controlled risks, eg. climbing higher than they have previously in order to develop their physical skills

We also make use of the Lancashire PE curriculum

We also work in partnership with other organisations to support the children's physical skills and provide new experiences

### **Personal, Social and Emotional Development**

Children are provided with experiences to support to help them develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn. Children's emotional well-being is supported to help them to know themselves and what they can do. We achieve this in a variety of ways:

- Forming warm, caring attachments
- Establishing constructive relationships with parents, with everyone in the school and with professionals from other agencies
- Acting as positive role models and taking account of different needs and expectations
- Building children's confidence to take manageable risks in their play, providing support and planning experiences that offer challenges
- Giving encouragement and appropriate praise
- Planning opportunities for children to play by themselves, in pairs and groups
- Supporting the development of independence skills and a positive attitude to learning
- Providing time and space for children to concentrate on experiences and to develop their own interests
- Establishing opportunities for play and learning acknowledging children's particular religious beliefs and cultural backgrounds
- Provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, additional educational needs and disability

We use the following schemes and programmes where appropriate:

Box of Feelings  
PSHE Association



## **The Specific Areas**

### **English**

Children's learning and competence in beginning to read and write is supported and extended. Through targeted daily phonics sessions, they quickly learn graphemes to represent the phonemes in words and are given opportunities and encouragement to use their new skills in a range of situations and for a range of purposes. They are supported to develop the confidence and disposition to do so. We achieve this in a variety of ways:

- Encouraging children to mark make and valuing their early mark making attempts
- Supporting their phonics development through an effective phonics programme, with regular assessment allowing the teaching to be tailored to each child
- Planning an environment that is rich in signs, notices, rhymes, books and pictures that takes into account children's different interests, understanding, home background and cultures
- Providing daily opportunities to apply their writing.

### **Mathematics**

Children are supported to develop their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they explore, enjoy, learn, practise and talk about their developing understanding. They are provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use. We achieve this in a variety of ways:

- Developing mathematical understanding through all children's early experiences including songs, stories, games and imaginative play
- Encouraging and valuing children's exploration of real life problems
- Using mathematics as an integral part of daily experiences, modelling and encouraging child participation
- Providing time, space, resources and encouragement to discover new words and mathematical ideas

We use the following schemes and programmes:

Maths No Problem

### **Understanding of the World**

Children are supported to develop the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported by offering opportunities to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertaking practical "experiments" and work with a range of materials. We achieve this in a variety of ways:

- creating a stimulating environment that offers a range of experiences to encourage children's curiosity and interest
- making effective use of outdoors, including the local neighbourhood
- inviting families and carers to share their experiences of the wider world
- using correct terms/vocabulary and asking open ended questions
- planned opportunities are based on first hand experiences that encourage exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion
- encouraging children to talk about and reflect upon their experiences
- supporting children's use of computers

We design our own curriculum based on the children's interests.

### **Expressive Arts and Design**

Children's creativity is extended with practitioner support to develop their curiosity, exploration and play. Children are provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play experiences, choral speaking/storytelling; mathematics and design and technology. We achieve this in a variety of ways:

- valuing what children can do and children's own ideas
- providing a stimulating environment where creativity, originality and expressiveness are valued
- allowing time for children to explore and express their ideas in a variety of ways

We use the following schemes and programmes as appropriate:

#### **KAPOW**

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 manager in order to access Special Educational Needs support.

We complete the Reception Baseline Assessment in the early Autumn Term. The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Manor Road Primary School, 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 2021)

Through a system of highlighting preferred learning styles in the children's scrap books, we quickly identify those children who have not yet developed all 3 characteristics of learning. This enables us to foster these skills through the child's own interests. Children also learn to 'paint themselves' green, blue or yellow relating to each of the characteristics using imaginary paint. Children learn to identify how they are learning in each of the areas.

Religious Education is also taught in the reception classes in accordance with Lancashire 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 Manor Road Primary School, there are clear procedures for assessing risk (see whole school risk assessment 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, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

In line with the EYFS statutory framework 2024, at Manor Road Primary School 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. 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 Manor Road Primary School 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 2024)
- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required
- Children in the foundation stage help to prepare daily healthy snacks and have access to fruit and milk. Good hygiene practice is followed.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). All Teaching staff are paediatric first aid trained.

- 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.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). 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.

### **Supervision for EYFS staff**

Good supervision can give staff an opportunity to reflect on their practice, explore any worries or concerns about the welfare of children in the setting and contribute towards developing confident and competent staff groups. All of these are known to be important in establishing safe organisations where children are safeguarded from harm.

Supervision is a legal requirement for EYFS staff.

It further states that supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

At Manor Road staff meet approximately every six-eight weeks for Supervision meetings.

### **Transition**

#### **From Pre-school / Feeder 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 group meeting to ensure they know about school procedures and allocation of classes. They also attend a one to one meeting with the class teacher to raise any concerns they may want to express.
- During the summer term parents are encouraged to complete a transition booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to four separate visits to their reception class. During one of these visits parents are invited to an informal meeting with the headteacher.
- Members of staff from Manor Road Primary School sometimes make visits to feeder settings, although this is becoming more difficult as we have in excess of 15 feeder nurseries. 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. Where visits are not possible, phone calls are made and nursery staff are invited to school.

- Children requiring extra support may have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Early Help Assessment (EHA) process.

## **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 setting, 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 not yet reaching expected levels. 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.

## **Roles and Responsibilities**

### Ash Class

Class teacher – Mrs Kellie Foulds  
Teaching Assistant – Mrs Ginnette Mason  
Teaching Assistant – Miss Claire Stanley  
Teaching Assistant- Mrs Laura Bennett  
Teaching Assistant- Miss Jasmin Carter  
Teaching Assistant- Mrs Megan Fedusio  
Teaching Assistant- Miss Laura Evans

### Elm Class (mixed YR/1)

Class teacher – Mrs Natalie Armitage  
Teaching Assistant – Mrs Wendy McDonald

## **Continuing Professional Development**

In order to keep up to date, broaden our understanding and learn new skills, all practitioners at Manor Road Primary School receive regular training through inset training, on site training and county courses. The identification of training needs of all adults is part of an on-going process of performance management.

## **Monitoring and Review**

It is the responsibility of the EYFS teacher to understand and adhere to the principles stated in this policy. The headteacher will monitor the implementation of this policy as part of the whole school monitoring schedule.

<b>POLICY REVIEW DETAILS</b>		
Policy written by	Kellie Foulds	September 2020
Policy reviewed	September 2021	Reviewed and updated as required
	September 2022	Reviewed and updated as required
	September 2023	Reviewed and updated as required
	September 2024	Reviewed and updated as required
Review schedule	Annually	