

DALLAM COMMUNITY PRIMARY SCHOOL



Early Years Foundation Stage Policy

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Dallam Community Primary School Early Years Foundation Stage Policy

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This policy is written in accordance with the Statutory Framework for the Early Years Foundation Stage (DfE:2021) which can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

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 chances. A secure, safe and happy childhood is important in its own rights.”

– Statutory Framework for the EYFS (DfE:2021)

At Dallam Community Primary School we believe that every child has the right to a broad and balanced education in a safe, supportive and engaging learning environment. In the EYFS we shape our practice around the four principles:

A unique child. We recognise that every child is constantly learning and can be resilient, capable, confident and self-assured. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use positive praise, celebration displays, the whole school PALs points and Key Worker share bears to develop positive attitudes to learning.

Positive relationships. We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. We offer parent workshops (twice a half-term in Nursery and once a half-term in Reception), parents’ evenings, talk time homework and Key Worker share bear books to strengthen these relationships and the sharing of information about children’s learning.

Enabling Environments. We recognise that the environment plays a key role in supporting and extending the children’s development alongside teaching and support from adults. Through observations and the use of Proud Walls and ‘PLOD’ planning tools we assess the children’s interests, stages of development and learning. We then plan challenging and achievable activities and experiences to extend their learning.

Learning & Development. We recognise that children develop and learn in individual ways and at varying rates. The foundation stage is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet and rest. The learning areas are organised so the children are able to find equipment and resources independently.

AIMS

In the EYFS at Dallam we aim to:

- Provide a happy, caring, secure and purposeful working environment which will enable children to develop their individual interests, talents and potential;
- Provide a broad, balanced, relevant and creative curriculum which will set in place firm foundations for further learning in KS1 and beyond;
- Nurture positive attitudes to learning which will encourage children to become enthusiastic and confident life-long learners;
- Use and value what each child can do, assessing their individual needs and helping each child to progress;
- Enable choice and decision making, fostering independence and self-confidence;
- Work in partnership with parents and guardians and value their contributions to the benefit of children;
- Achieve the highest educational standards in line with pupils’ abilities;
- Develop self-esteem, motivation, respect, confidence and self-regulation whilst fostering a tolerant acceptance and respect for culture, attitudes and opinions of others.

SAFEGUARDING AND CHILD PROTECTION

Please refer to the whole school Safeguarding and Child Protection policy information, including school policy on lost child protocol, use of mobile phones and cameras.

Staff ratios

At Dallam Community Primary School we ensure that staff ratios are always in line with statutory guidance. These are as follows:

Seedlings (2 year olds)	1 adult to every 4 children
Acorns (3 and 4 year olds)	1 adult to every 13 children with a teacher
	1 adult to every 8 children without a teacher
Ash (Reception)	1 adult to 30 children

First Aid / Medicines

Please refer to the whole school First Aid and Medicines policy for more information.

Toilet Training

Please refer to the whole school Intimate Care Policy for more information.

EARLY YEARS FOUNDATION STAGE CURRICULUM

LEARNING AND DEVELOPMENT

The Early Years Foundation Stage has 7 areas of learning. All areas of learning and development are important and interconnected.

Three areas are particularly crucial for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These areas are the prime areas;

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are four specific areas through which the three prime areas are strengthened and applied;

- Literacy Development
- Mathematics Development
- Understanding the World
- Expressive Arts and Design

Children mostly develop the prime areas first as these are a fundamental part of the child's development and in turn, impact on the specific areas. At Dallam we prioritise the prime areas in our Nursery and once the children are confident in these we move on to teaching the specific areas. In Reception we give equal weighting to the 7 areas of learning across our learning environment.

The characteristics of effective learning describe factors which play a central role in a child becoming an effective learner. These characteristics are;

- Playing and exploring
- Active learning
- Creating and thinking critically

In the EYFS at Dallam we encourage children to talk about their learning and how they are learning in order to make them reflect on and develop positive attitudes to learning which they can take throughout their school career.

EDUCATIONAL PROGRAMMES

At Dallam Community Primary School we have a curriculum which is divided into three themed terms and overarching questions. They are organised to build on prior learning and to involve activities and experiences for all children set out in the educational programmes from the Statutory Framework for the Early Years Foundation Stage, DfE 2021.

Seedlings (2 year olds)

Autumn – What Can I Do By Myself?

Spring – Who Do I Share The World With?

Summer – How Can I Make My Mark?

Acorns (3 and 4 year olds)

Autumn – What Happens In My World?

Spring – Where Do Things Come From?

Summer – What Makes Me Unique?

Ash (Reception)

Autumn – What Makes Me Amazing?

Spring – How Has The Natural World Changed?
Summer – What Makes The World A Beautiful Place?

Please refer to the whole school curriculum policy and long term plans available on our school website for more information.

OBSERVATIONS, ASSESSMENT AND PLANNING

“Assessment plays an important part in helping parents, carers and practitioners to recognize children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.”

– Statutory Framework for the EYFS (DfE:2014)

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated play. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and to relate to others. Children learn by leading their own play and by taking part in play that is guided by adults. The expertise of the staff within the EYFS at Dallam will determine when children's learning is best guided through adult-led or child-initiated activities.

Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept regularly. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally).

Children in our 2 year old provision, Seedlings, will have a **2 year progress check** between their second and third birthday. This will be in collaboration with parents and health visitors.

At the start of the Reception year, children in Ash Class will complete the **Reception Baseline Assessment (RBA)**. This is a short assessment taken in the first 6 weeks of a child starting in Reception and further information on the RBA can be found in Annex B of the EYFS Framework document.

At the end of the Reception year, children in Ash Class will be assessed against the **Early Years Foundation Stage Profile (EYFSP)**. The profile gives a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. The expected levels are defined by the 17 early learning goals (ELGs) across the 7 areas of learning.

READING, WRITING AND MATHS

As well as teaching key skills across the curriculum and through play based activities, we also teach Reading, Writing and Maths as standalone lessons. Parent workshops will be held to demonstrate our teaching approaches and help parents to support their children at home.

Reading at Dallam is taught through the Read, Write Inc. Phonics scheme.
Please see more information at <https://www.ruthmiskin.com/en/find-out-more/parents/>

Writing at Dallam is taught through the Talk for Writing scheme.

Please see more information at <https://www.talk4writing.co.uk/about/>

Maths in the EYFS at Dallam is taught using the Numberblocks scheme.

Please see more information at <https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/>

HOMEWORK

Homework in the EYFS is tailored to the children's age and stage. In both Nursery and Reception the children will have reading books sent home and changed on a weekly basis. This is to develop a love of books as well as encouraging talk from an early age.

At the start of children's reading journey we will send home books to share with an adult at bedtime and children will be asked to talk about the story and their favourite parts when they bring this back to school. When children's phonics ability develops and they are able to blend and segment simple words we will send home independent reading books levelled at the child's ability.

Reading Champions - For every 10 occasions your child reads at home, and this is recorded in their reading champion's book, they will receive a certificate, get to stand up in assembly and a special mention in the school newsletter.

In Reception, the children will also bring home Maths homework. This could be Maths Bags with specific games to share, Maths Passports with mental maths skills to practise to aid their fluency and speed or number formation activities.

In Reception, children will also bring home Phonics homework sheets as they learn a new sound and writing homework as their phonic knowledge develops.

We may send home homework linked to a particular topic that we are doing in class, for example, talking to your child about their family tree for our "What Makes Me Amazing?" theme in Autumn Term.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Please refer to the whole school SEND Policy for more information.

TRANSITION

Children may start in our EYFS at 2 years of age and spend 3 years within our Nursery and Reception provision.

Please refer to the Transition Policy for more information.

PARENTS AS PARTNERS

At Dallam we recognise and value the importance of establishing positive relationships with parents. We understand that effective partnership between home and school will have a positive impact on children's learning and development. Parents are always welcomed into school and encouraged to discuss any concerns that they may have. We have a large Stay Safe team to support our children and families and Mrs Wilson, our Family Liaison Lead, is able to support parents with any issues that may arise.

Each child is assigned a Key Worker within their class. The Key Worker's role is to help the class teacher to ensure that every child's care is tailored to meet their individual needs and help children to become familiar and comfortable with the setting. This role also helps to build effective relationships with parents.

We start this process in Nursery where we organise home visits to meet the child and parent in their own home setting. This ensures that the practitioner can gain as much knowledge about the child interest, experiences, likes and dislikes before they enter school.

Parents are kept well informed of what is happening in the early years by regular newsletters on our Parent Mail app, memos and observations on our Tapestry app and daily informal chatting at the beginning and end of the school day. Parents will also have the opportunity to come into school for celebration assemblies, parent workshop sessions and performances.

PICK UP AND DROP OFF

The school day at Dallam starts and finishes as follows:

Nursery AM 8.45 – 11.45

Nursery PM 12.30 – 3.30

Reception, upwards 8.45 – 3.20

Please be aware that late collection may result in a late collection fee in Nursery or link club charges in Reception. See the Nursery Terms and Conditions for more information.

PARENTAL COMPLAINTS

Please refer to the whole school complaints policy for more information.

FOOD AND DRINK

GENERAL FOOD HEALTH AND SAFETY

We ensure that staff with responsibility for providing and serving food have basic food hygiene training.

We provide a safe working environment for food activities and care for tools and equipment appropriately.

We use hygienic practices when storing and using food items.

Our school actively supports healthy eating and drinking throughout the school day, including access to fresh drinking water and storage of children's water bottles.

We offer pupils the opportunity to work with outside agencies e.g. oral health team, direct services and school health advisor.

SNACK ACROSS EARLY YEARS

Healthy Tuck is promoted across school and we provide toast at a cost of £1.00 a week.

Being a part of the National Fruit and Vegetable Scheme enables children across EYFS to have a piece of fruit every day.

All children under 5 are provided with free milk every day. Children have access to fresh drinking water throughout the day.

LUNCHTIMES IN NURSERY

Children staying for 30 hours can either bring a packed lunch for their dinner or can have a hot dinner by paying through their Parent Pay account for £2.40 a day. Some children may be entitled to a free hot dinner and the office staff will let parents know if this is the case when the termly information comes through from the local authority. Menus for the week are available on the school newsletter every week.

A Teaching Assistant (TA) and Mid-day Assistant (MDA) will supervise the children during their lunchtime break, in accordance with staff ratios (EYFS Framework 2021).

We follow the Children's Food Trust "Eat Better, Do Better" guidance on packed lunches:

1. Base your child's packed lunch on a portion of starchy food: white or wholegrain bread, rolls, pitta bread or wraps, chapattis, plain naan bread, bagels, cooked pasta, rice, noodles, couscous or potato.
2. Add a portion of fruit or veg: carrot, cucumber, pepper or celery sticks; lentils in daal; grated carrot in sandwiches or wraps; mixed chopped fruit or strawberries; dried fruit like raisins or apricots.
3. Add a portion of meat, fish, eggs or other non-dairy protein: sliced meat, poultry or fish in sandwiches, rolls or wraps, or by itself; sliced egg in sandwiches, rolls or wraps; put meat alternatives like tofu in salads or pulses like kidney beans, chickpeas, lentils in bean salads.
4. Add a portion of milk or dairy food: a pot of yoghurt or fromage frais; cheese in sandwiches or wraps.
5. Drinks-wise, go for either fruit juice and water (diluted together, half and half), semi-skimmed milk (for two year-olds and older) or water.

6. Super snacks: Slices of fresh apple or banana; chopped grapes, carrot or cucumber; cubes of cheese, plain yoghurt or fromage frais with breadsticks, crackers, oatcakes, rice cakes, a small pitta or a bread roll.

<http://www.childrensfoodtrust.org.uk/childrens-food-trust/early-years/>