



Chater Infant School

**An exceptionally high performing professional
and learning culture creating excellent
achievement for all.**

Remembered for all the Right Reasons

Early Years Foundation Stage Policy

Rights Respecting School Agenda

*We have the right to go to school
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children
Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

***This policy will be equality impact assessed with regard to disability, gender and race at the
time of review and issues arising will be carried forward into the equality action plan.***

Date agreed: June 2022
Date of next review: June 2025

Chater Infant School is a Rights Respecting School

Therefore we adhere to the United Nations Convention on the Rights of the Child. Articles particularly pertinent to this policy are:

Article 3 - The best interests of the child must be a top priority in all actions concerning children.

Article 13 –Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 23 - A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

Article 24- Every child has the right to the best possible health.

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.

Article 28 - Every child has the right to an education.

Article 30 – Every child has the right to learn and use the language, customs and religion of their family.

Article 31 – Every child has the right to play relax, play and take part in a wide range of cultural and artistic activities.

Article 41 – Government must actively work to make sure children and adults know about the convention.

These two articles have been simplified for the Chater Infants charter for children to follow;

We have the right to go to school

We have the right to learn.

Values and Aims

At Chater Infant School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

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 Foundations Stage 2021)

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

Principles into Practice

As part of our practice we:

- Provide a broad and balanced curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.
- The curriculum is taught cross the seven areas of learning, using 'learning through investigative play' as the vehicle for learning.
- Promote equality of opportunity. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated.
- Provide a secure and safe learning environment both inside the classroom and in our outdoor learning environment.

The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) covers the period of learning for children in Nursery and Reception. The curriculum is presented in a rich, stable, caring and effective environment that enables each child to reach their full potential.

Topic-led Approach

At Chater Infant School the EYFS curriculum has been designed to ensure that every child meets their learning potential. As a culturally rich and diverse school with over 40 languages spoken and a majority of children speaking English as an additional language we believe that our children will learn best through a topic-led approach. The EYFS topics have been carefully chosen to ensure that there is progression between Nursery and Reception as well as progression of learning throughout the year. Through our topics, we ensure that there is challenge, purposeful learning and an opportunity for the children to learn through real-life experiences. The topics are motivating and inspiring to ensure that pupils are actively engaged with their learning. The topics over the course of the academic year may change according to the children's interests and fascinations.

There are seven areas of learning in the EYFS. All of these areas are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

These four areas are the **specific** areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and are active. We aim to develop and cultivate positive attitudes towards learning, confidence, communication and physical development.

As a team, we write medium term plans based on a series of topics, each of which offers experiences in all seven areas. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Practitioners working with the youngest children in Nursery will focus on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Chater and grow in confidence and ability within the three prime areas.

Children have whole group and small group sessions times as they progress through the EYFS, with times for a daily phonics, Literacy and Maths session in Reception. The curriculum is delivered using a play-based approach as outlined by the EYFS. Each area of learning and development must be implemented through planned, purposeful play and through a mixture of adult-led and child-initiated activities. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and adopt these in our practice.

Characteristics of Effective Learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Observation and Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways, and contribute to the child's individual 'Learning Journal'. At the end of the Reception year in school, the child's attainment is recorded on to the Early Years Foundation Stage Profile. This is a statutory assessment which is reported to the local authority and Department of Education. The profile consists of 17 Early Learning Goals.

In the Autumn and Spring term of Nursery and Reception, we provide parents with a mini-report based upon their child's development and interests. In the Summer term of we provide a more detailed report based on their child's development and the characteristics of their learning.

Reception Baseline Assessment (RBA)

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

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1.

The Learning Environment

The EYFS indoor environments are organised to allow children to explore and learn securely, safely and with independence. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently.

Throughout the day the children in EYFS have access to an outdoor environment. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Safeguarding

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. Safeguarding is 'everyone's responsibility'. At Chater Infant School all of the adults take all necessary steps to keep children safe and well. This policy, alongside the schools Safeguarding Policy sets out Chater Infant School's responsibilities under the Children Act 2004 to ensure children, young people and adults at risk are kept safe from harm.

Terminology:

Safeguarding and promoting the welfare of children refers to:

- **protecting children from maltreatment**
- **preventing impairment of children's health or development**
- **ensuring children are growing up in circumstances consistent with the provision of safe and effective care**

The aim of **safeguarding** is to enable children to have optimum life chances and to enter adulthood successfully.

Any safeguarding concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance.

We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Most EYFS staff are First Aid trained. At least one adult per year group, hold the Paediatric First Aid qualification. Parents / carers of children who require inhalers, epipens or other medication will need to provide the medication labelled clearly with their child's name and provide signed permission stating required dosage / usage. All EYFS staff have annual Epipen training.

Staff insist that all children are collected by a known adult, where this is not possible there is a password system in use across Nursery and Reception to ensure children are sent home with the correct designated adult.

Daily snack time, cooking and other science-based activities reinforce the importance of healthy eating and drinking.

All EYFS practitioners have received regular certified safeguarding training. New staff will receive this training in future cycles. All practitioners should be vigilant and report any concerns to the Designated Senior Lead (DSL) or in their absence one of the Deputy Designated Senior Leads (DDSL).

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. We particularly value the cultural and linguistic diversity within our setting and endeavour to provide opportunities for children to develop and use their home language in their play and learning. Learning opportunities are planned to help children develop their English and support is provided wherever possible to help them take part in all activities.

Parental Involvement and Engagement

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on educational visits.

Admissions

From September 2013, following the HCC Admissions Policy all children will be admitted to the Nursery under the "one intake" system, whereby all children regardless of their birthday will join the Nursery in the Autumn term. Admissions for Nursery are completed through the school. Reception has been operating a "one intake" system since September 2008, whereby all children join the Reception year in September. These admissions are completed through the local authority.

Currently the Nursery is a 60 place setting; The number of full-time places is subject to change depending on admission numbers and requirements. Children will spend three terms in Nursery.

Currently the Reception Unit is a 60 placed setting. Children spend three terms in Reception.

Induction

Nursery

Prior to a child's entry to Nursery parents complete and return to school admission forms. This information is shared with the Nursery teacher and discussed with the parents during an information sharing meeting and stay and play session held prior to the child's start date. During the stay and play session children are introduced to the Nursery environment and Nursery staff. They are encouraged to engage in activities with their parents and also more independently, supported by Nursery staff. During this visit the parents have an opportunity to discuss their child in more detail with a member of Nursery staff.

In the Summer term prior to children starting at Nursery, the Nursery teacher or EYFS Lead will visit/speak with local pre-schools to discuss those children who are transitioning to Nursery. September start dates and session allocations are given to parents in the Summer term at a new parents meeting. During this meeting the Nursery curriculum and organisation is explained to parents by the Nursery Teacher.

At the new parents meeting parents are invited to the stay and play session with their child. Parents are encouraged to look at the school website where further information about the EYFS and starting Nursery can be found. They are given a 'New to Nursery' booklet with photos and details of how Nursery is organised. Parents can share this with their children and talk about what will happen at Nursery.

In September there is a staggered daily intake over the first week of the new term. There is always an opportunity for children to make additional visits before they start full time Nursery where this is felt to be beneficial for the child's wellbeing. Parents are encouraged to leave their children after a short while on their first day at Nursery but this is always sensitively and carefully managed by staff.

Reception

Children's end of year Nursery reports are transferred to the Reception class, at either Chater Infant School or another school, as are assessment sheets, Learning Journals, folders of work and any educational healthcare plans (EHCP).

Reception teachers visit the children in Nursery on several occasions before the end of term. This process allows the staff to see the children in an environment in which they feel secure before the children formally meet their new teachers.

Each child will then make a visit to Reception in order to meet their new teacher, usually in the term before they start. Children will have the opportunity to explore a variety of areas within the setting, begin to build an awareness of the behaviour expectations and feel confident to make a smooth transition. Along with all children in Nursery and Reception using the shared EYFS outdoor area, a smooth transition is made even easier.

In the Summer term prior to children starting in Reception, the EYFS Lead/Reception class teacher will visit/speak with any new to Chater children's previous setting to discuss those children who are transitioning to our Reception.

Parents / carers are invited to a meeting with Reception practitioners at the end of the term prior to their child transferring into the setting i.e. in July ready for a September start.

During the meeting parents / carers will be informed about:

- Reception daily routines.
- Expectations of behaviour.
- Continuation of the EYFS curriculum.
- Teaching and Learning
- How to help your child at home – sharing books, phonics, early maths activities (handouts will be provided).
- School dinners / packed lunches, milk arrangements.
- Uniform, PE kits, jewellery.

During the first week in Reception there is a staggered daily intake.

Other Agencies

Wherever possible we work with staff from other agencies such as:

- Local Children's Centre
- Early Years Support
- Autism Advisory Service
- Speech and Language Therapy Service.
- Educational Psychologist.
- School Nurse
- Play therapist

Commented [h1]: Education, health and care plan

We endeavour to develop links with local people / establishments to enhance the topic based EYFS curriculum e.g. local police and fire service.

We have a strong link with the local college, providing placements for a variety of Early Years course students. We also provide the opportunity for work experience students from local secondary schools as well as hosting students from local universities at different stages of their teacher training courses.