

Deal Parochial CE Primary School



Vision statement

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.

Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.

Together we flourish through courageous learning, friendships and generosity.

TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS

Our complimentary School Christian values are:

Kindness, Trust, Friendship, Respect, Courage, Forgiveness

Early Years Foundation Stage (EYFS) Policy

Lead teacher for EYFS – Mrs Louise Friend.

Governor responsible for EYFS – Mr T Alltoft

Adopted by Governors and Staff on 26.6.14

Reviewed 21.7.15

Reviewed 22.4.16

Updated April 2018

Updated May 2019

Updated January 2020

Updated and reviewed April 2021

This policy is based on

Statutory framework for the early years foundation stage

Setting the standards for learning, development and care for children from birth to five

Published: 31 March 2021 Effective: 1 September 2021

Early Years Foundation Stage (EYFS) Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Deal Parochial CE Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS 2021)

The EYFS **seeks 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.**

There are four guiding principles, which should shape the practice in 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 build their learning over time. Children benefit from strong partnership between practitioners and parents/carers.**
- **Importance of *learning and developments*. Children learn at different rates. The framework covers the education and care of all children in early years provision, including children with SEND.**

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Deal Parochial CE 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 school’s SENCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school’s SEND policy.

We meet the needs of all our children through:

- **planning opportunities that build upon and extend children’s *individual needs*, 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.

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. (See Whole School Safeguarding Children Policy)

“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.”

At Deal Parochial CE Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Deal Parochial CE Primary School we recognise that children learn to be strong independent learners 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;
- the children have the opportunity to spend time with their teacher before starting school during transfer sessions;

- support children through the transition from pre-school to Reception with the children having the opportunity to attend part time during the first two weeks;
- 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;
- 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 mid-year and at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits, curriculum weeks;
- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision;
- written contact through home school diary as well as the acknowledgement that parents can ring school to contact key workers.
- ensuring all parents know that their child's teacher and teaching assistant are their key workers and
- by providing a quiet and confidential area where parents are able to discuss any concerns.

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 learning folders.

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.

Learning and Development

The teacher and teaching assistant provide the curriculum in a reception class of 30 children.

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

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 SENCo in order to access Special Educational Needs support.

At Deal Parochial C.E. Primary School:

Practitioners must consider the individual needs, interests, and development of each child in their care, and must use their information to plan a challenging and enjoyable experience for each child in all areas of learning and development. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. (EYFS 2021)

Planning and guided children's activities will reflect the different ways that children learn. At Parochial 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)

In accordance with the Statutory Framework for the EYFS 2021, all children must be assigned a key person. The key person must help to ensure that every child's learning and care is tailored to meet their individual needs. They must liaise and support parents with the child's development at home.

This is in the new guidance for 2021, which this school will follow.

Delivering Religious Education.

Religious Education is also taught in the reception classes in accordance with Canterbury Diocese guidelines.

Equal Opportunities

All members of the school are treated as individuals. At Deal Parochial CEP School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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 Deal Parochial CE Primary School, there are clear procedures for assessing risk which include 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)

Deal Parochial School complies with the safeguarding, health and safety standards as well as the education setting and provision outlined in the current EYFS statutory framework Published 31 March 2014

Last updated 20 February 2018 —From: [Department for Education](#)

The framework:

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school

At Deal Parochial CE 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. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. 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 Deal Parochial CE 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 2012)
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- Children are provided with a fruit snack mid-morning
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). The EYFS teacher and 3 other members of school staff are paediatric first aid trained
- The Deputy Head is the named behaviour manager for the whole school with the EYFS leader as the lead behaviour manager for the Early Years.
- 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 and nail extensions (stilettoes or a heel that comes to a point, **nails kept at a length that will minimise any potential scratches**). 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.

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 meeting to ensure they know about school procedures and expectations and to meet the PTFA.

- During the summer term parents are encouraged to complete an “all about me” booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to two separate visits to their reception class. One of these will be a Teddy Bears’ Picnic with their parents and one of these visits is without parents.
- Members of staff from Deal Parochial CE Primary School make visits to feeder settings.
- Children requiring extra support will have additional visits. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.

Assessment

The Reception Baseline Assessment (RBA) is a short interactive assessment, taken in the first six weeks in which a child starts school. It assesses a child in early mathematics, literacy, communication and language.

The purpose of the RBA is to form the starting point for cohort-level school progress measures. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school. The RBA is not used to make judgements about early years, either current or retrospective. It is solely intended for use within a primary school progress measure. (EYFS Statutory Guidance 2021)

Assessment plays an important part in children’s progress. Staff should respond to their own day-to-day observations, plan accordingly, sharing and keeping parents up to date and addressing any learning and development needs as necessary.

Assessment should not entail prolonged breaks from interactions with children, nor require excessive paperwork. Practitioners should draw on their knowledge of the child and their own professional judgement and should not be required to prove their through a collection of physical evidence. When forming judgements about whether a child is at expected levels, teachers should draw on their own knowledge of the child and their own expert professional judgement. Sources of physical evidence are not required.(EYFS Statutory Guidance 2021)

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. **Assessment should form an ongoing dialogue between practitioners and year 1 teachings about each child’s learning and development to enable a smooth transition.**

For further details about our specific EYFS provision please refer to the EYFS handbook for Deal Parochial School.

Justine Brown – Head teacher
Updated April 2021