

# Cathcart Street Primary School

**Learn today, inspire for life**



## **EYFS Policy and Procedure**

***Signed by:***

Chair of Governors: J. Merry

Date:

Headteacher: L. Smith

Date:

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Cathcart Street Primary School, children join our 2 year old Provision the term after they turn 2 and move into the Nursery class the term after they turn three. It is in the September in the academic year that a child turns 5 that they would start in our Reception class. Although a lot of children start their schooling journey in our 2 year old provision, we welcome new starts in each class every year. 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 learning to ensure children’s ‘school readiness’ and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school life.” (*Statutory Framework for the Early Years Foundation Stage 2017*. P.5)

The EYFS is based upon four 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

### **A Unique Child**

We recognise that every child is a keen learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise, encouragement and rewards, as well as celebration and Learn Together Sessions to encourage children to develop a positive attitude to learning.

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

All children and their families are valued at Cathcart Street 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 Special Education Needs Coordinator (SENCo), is called upon for further information and advice. Appropriate steps are taken in accordance with the school’s Special Educational Needs and Disability (SEND) Information Report.

We meet the needs of all our children through:

- Meeting children at their point of need and planning a curriculum to support and extend their knowledge and understanding
- planning opportunities that build upon and extend children’s knowledge, experience and interests,
- 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;
- providing small group or individual learning support where necessary

- monitoring children's attainment and progress and taking action to provide support as necessary.

### **Safeguarding**

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 *Anti-bullying Policy*, *Behaviour Policy* and *Safeguarding Policy*, which are all available on the school website.)

"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." (*Statutory Framework for the Early Years Foundation Stage 2017*. P.16)

At Cathcart Street 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 2017. 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 Cathcart Street Primary 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:

- making provision for talking to parents about their child before their child starts in our school;
- ensuring the children have the opportunity to spend time with their teacher before starting school during transition sessions;
- inviting all parents to an induction meeting during the term before their child starts school in the Explorers (2 year old Provision), Nursery and Reception and again during the first half term of the child's year in order to detail how we aim to work with their child particularly in relation to phonics and reading and mathematics.

- 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;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Learn Together sessions, trips, school visits;
- providing parents with opportunities to share in their child's learning through the Electronic Learning Journal which is updated regularly.
- ensuring all parents know who their child's key worker is in the Explorers and Nursery;
- 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, secure and challenged. The children have daily access to indoor and outdoor learning environments that are 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. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance and extend learning as needed to further individual development.

### **Learning and Development**

The EYFS curriculum is structured to address the Prime areas and Specific areas of learning.

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 (Listening and Attention, Understanding, Speaking);
- Physical Development (Moving and Handling, Health and Self Care);
- Personal, Social and Emotional Development (Making Relationships, Self-Confidence and Self-Awareness, Managing Feelings and Behaviour).

The specific areas are:

- Literacy (Reading, Writing);
- Mathematics (Number, Shape, Space and Measure);
- Understanding of the world (People and Communities, The World, Technology);
- Expressive arts and design (Exploring and Using Media and Materials, Being Imaginative).

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 Special Educational Needs Coordinator, in order to access Special Educational Needs support.

At Cathcart Street Primary School:

“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1 (*Statutory Framework for the Early Years Foundation stage 2017*. P.9)

Planning and guiding children’s activities will reflect the different ways that children learn. At Cathcart Street 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;
- **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 early years foundation stage 2017*. P.9)

Religious Education is also taught in the Reception classes in accordance with Standing Advisory Council on Religious Education (SACRE) 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 Cathcart Street Primary School there are clear procedures for assessing risk, 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, a termly risk assessment is conducted of the Early Years Foundation Stage environment. As well as this, information on ensuring the safety of children can be found in the staff handbook, *Anti-bullying Policy*, *Behaviour Policy* and *Safeguarding Policy*. The EYFS risk assessment must be read in conjunction with other relevant whole school policies.

In line with the EYFS statutory framework 2017, at Cathcart Street Primary School, we ensure:

- a whole school medicines policy is adhered to so 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. Prescribed medicines 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 Cathcart Street 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.

- fresh drinking water is available at all times
- children's' dietary needs are recorded and acted upon when required
- each classroom has a snack and sink area that can provide healthy snacks and drinks.
- a first aid box is accessible at all times and a record of accidents and injuries is kept in the accident and injury logbook. All teaching staff are Paediatric First Aid Trained.
- a health and safety policy and procedure is followed, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment;
- a fire and emergency evacuation procedure and policy is followed;
- an E-Safety Policy is followed 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.
- practitioners wear appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Practitioners 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**

### **Explorers (2 year old provision) & Nursery**

Prior to a child's entry into the Nursery 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 any concerns they may want to express;
- during the term prior to children starting at Cathcart Street parents are encouraged to complete an "all about me" booklet. It is used during the child's first term to support transition and to inform planning;
- children are visited in their own home to ensure they are seen as a trusted adult, to give carers opportunities to ask questions pertinent to their child and for practitioners to begin to gather important settling in and assessment information;
- the children are invited to visit their Nursery class with their carer then without for a shortened session;

### **From Outside of Cathcart Street to RECEPTION**

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 any concerns they may want to express;
- 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;
- children are visited in their own home and/or Nursery to ensure they are seen as a trusted adult, to give carers opportunities to ask questions pertinent to their child and for practitioners to begin to gather important settling in and assessment information;
- the children are invited to visit their Reception class for a short stay and play session followed by a Teddy Bears Picnic.

- members of staff from Cathcart Street Primary School may make visits to feeder settings where appropriate. 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;
- children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.

### **From Reception 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 exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities. This informs the dialogue between Reception practitioners and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Prior to a child's entry into Year 1, 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 any concerns they may want to express;
- Throughout the summer term, Year 1 staff engage regularly with the children during the school day including group work and continuous provision.
- Children have the opportunity to spend the day in their new classroom with their new teacher prior to starting in Year 1 in September.