



# Churchill Gardens Early Years Foundation Stage Policy

November 2020

## Introduction

The Early Years Foundation Stage (EYFS) refers to the period of a child’s development from birth to age five. The focus of this stage of education is to build the foundations for the rest of a child’s education.

At Churchill Gardens, we believe in an academically rigorous, classical and knowledge-led curriculum, and this begins in our EYFS. Starting September 2020, Pimlico Primary has chosen to be an “Early adopter school”. This means that we are exempt from following the current statutory framework, and instead follow the early adopter framework (published July 2020) that will be rolled out nationally in September 2021. In addition to the requirements set out in this handbook and the Early Learning Goal (ELG) targets set out in the Development Matters document (published September 2020), we also begin the knowledge-led curriculum in Reception, with explicit teaching of history, geography and science.

### Statutory Framework for the Early Years Foundation Stage (published July 2020)

This document outlines the standards that an EYFS setting must meet. It outlines the requirements for learning and development, assessment and safeguarding and welfare in an EYFS setting. These three requirements are discussed in detail below.

There are four guiding principles that should shape practice in early years settings.

- 1) Every child is a **unique child** who is constantly learning and can be resilient, confident and self-assured.
- 2) Children learn to be strong and independent through **positive relationships**.
- 3) 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 their practitioners and parents and/or carers.
- 4) Importance of **learning and development**: children develop and learn at different rates. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities (SEND).
- 5) Learning through play is fundamental in the Early Years. Children learn from adults and each other in a fun, structured and engaging way.

### Section 1: Learning and Development Requirements

There are seven areas of learning and development that are outlined in the new EYFS framework which are split into seventeen aspects. These seven areas underpin the provision of an EYFS setting.

The three **prime areas** underpin all learning in EYFS: they are the pillars of provision.

<b>Communication and language</b>	<ul style="list-style-type: none"> <li>• listening, attention and understanding</li> <li>• speaking</li> </ul>
<b>Personal, social and emotional development</b>	<ul style="list-style-type: none"> <li>• self-regulation</li> <li>• managing self</li> <li>• building relationships</li> </ul>
<b>Physical development</b>	<ul style="list-style-type: none"> <li>• gross motor skills</li> <li>• fine motor skills</li> </ul>

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

<b>Literacy</b>	<ul style="list-style-type: none"> <li>• comprehension</li> <li>• word reading</li> <li>• writing</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• number</li> <li>• numerical patterns</li> </ul>
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>• past and present</li> <li>• people, culture and communities</li> <li>• the natural world</li> </ul>
<b>Expressive arts and design</b>	<ul style="list-style-type: none"> <li>• creating with materials</li> <li>• being imaginative and expressive</li> </ul>

### How Children Learn

The characteristics of effective learning outline how children learn. Practitioners consider these in their planning, with an understanding that children learn and develop at different rates. Children learn through:

- **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.

In nursery and reception, there is a balance of adult-directed learning (AD), adult-facilitated (AF) and child-initiated (CI) learning. Adult-led learning encompasses carpet inputs and group work; child-initiated learning refers to play-based learning and experiences that are sought out by the child in the framed environment and adult facilitated learning is learning which is staged by an adult and then children encouraged to lead the play.

### Learning Environments

All children have access to the indoor and outdoor learning environments on a daily basis. The provision in the classroom and our large outside provision give the children opportunity for continued learning for both gross and fine motor develop. Children are encouraged to take risks, problem solve and explore nature.

### Curriculum

At Future Academies, we believe in a knowledge-led curriculum. Reception children our taught the following subjects:

- Phonics
- Literacy
- Maths
- PE
- Science
- History
- Geography
- Music
- Art

The table below shows the link between our classic curriculum and EYFS areas of learning.

<b>understanding the world</b>	<ul style="list-style-type: none"> <li>• past and present</li> <li>• people, culture and communities</li> <li>• the natural world</li> </ul>	History Geography Science
<b>expressive arts and design</b>	<ul style="list-style-type: none"> <li>• creating with materials</li> <li>• being imaginative and expressive</li> </ul>	Science Music Art

### Section 2: Assessment

When children start nursery and reception, they will all complete a baseline assessment. At Churchill Gardens, we use the Development Matters statements along with teacher knowledge and judgements through observations and direct assessment. We also moderate our assessments with other schools in the area to ensure consistency of the data. From these judgements, we calculate an age-band assessment that pertains to the child’s development stage at the start of Nursery and Reception. From this baseline judgement, we are able to monitor progress. The baseline process takes place during September, or when a child joins school if they defer entry.

In June, Nursery and Reception teachers complete the EYFS profile. Only reception data submitted by June 25<sup>th</sup> 2021, this must be submitted to the LA for all children<sup>1</sup>, including those with special needs. To complete the EYFS profile, teachers must decide if a child has met the Early Learning Goals (ELGs) (expected), or has not met the ELGs (emerging). The new framework does not require teachers to submit exceeding judgement for children that are working beyond the ELGs. However, in termly pupil progress meetings teachers assess which children are working at Greater Depth. Reception teachers must share the results of the EYFS profile with parents. As part of the handover process, Year 1 teachers are informed of these results.

Term 1	baseline to be completed and analysed by end of term.
Term 2	pupil progress meeting – class grid
Term 3	pupil progress meeting – class grid
Term 4	pupil progress meeting – class grid
Term 5	pupil progress meeting – class grid
Term 6	pupil profile pupil progress meeting – class grid

Children achieve a good level of development (GLD) at the end of Reception if they meet the ELGs goals:

<ul style="list-style-type: none"> <li>• communication and language</li> <li>• personal, social and emotional development</li> <li>• physical development</li> </ul>	PRIME AREAS
<ul style="list-style-type: none"> <li>• literacy</li> <li>• mathematics</li> </ul>	SPECIFIC AREAS

\* The EYFS profile does not need to be completed if the child is continuing in EYFS provision beyond the year in which they turn 5 (if they are repeating Reception), or if the child has not spent enough time in the provision for an accurate assessment to be made (due to illness or medical treatment, for example).

Children do not need to meet the ELGs for understanding the world and expressive arts and design to achieve GLD.

At Churchill Gardens, we use learning journals with printed pictures and observations. Teachers and support staff both contribute to the children's learning journal. The Learning Journals consist of child-initiated (CI) activities which record play, as well as adult-led (AL) and adult-facilitated (AF) activities, for example group work. Learning journals are monitored by the EYFS Lead.

### Section 3: Safeguarding and Welfare

All staff at Churchill Gardens are expected to follow the Safeguarding and Child Protection policy. All staff receive regular CPD in this regard. Any concerns must be raised to the relevant members of staff via the Primary Safeguarding and Concerns software which can be accessed on school computers. This brings an issue to the attention of the relevant members of SLT.

Head of school: Mrs Tylee

Designated Safeguarding Lead: Tamara Spring, Emily Hynes

- A practitioner must be designated to take LEAD RESPONSIBILITY FOR SAFEGUARDING CHILDREN. At Churchill Gardens School this is the DESIGNATED PERSON.
- All staff must be trained regularly to ensure an up-to-date knowledge of the safeguarding policy and procedures.
- Staff induction training must include information about emergency evacuation, safeguarding, child protection, equality and health and safety issues.
- Regular staff appraisals must be carried out to identify any training needs, and secure opportunities for continued professional development.
- At least one person who has a current paediatric first aid certificate must be on the premises at all times when children are present, and must accompany children on outings.
- A policy and procedure must be in place for responding to children who become ill or infectious or to whom medicines will be administered.
- Medicines must only be administered to a child where written permission has been obtained and a record must be kept.
- Before any child is admitted to the setting, information about any special dietary requirements and/or allergies that the child has must be obtained.
- Fresh drinking water must be available and accessible at all times.
- There must be suitable facilities for the hygienic preparation of food.
- Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.
- A first aid box must be accessible at all times with appropriate content for use with children. A written record must be kept of accidents, injuries and first-aid treatment and parents/carers must be informed as soon as reasonably practicable.
- Providers must have and implement a behaviour management policy and procedures and a named practitioner should be responsible for behaviour management in every setting.
- Providers must have, and implement, a health and safety policy.
- Providers must have an emergency evacuation procedure.
- Providers must provide access to an outdoor play area.

- Providers must obtain written parental permission for children to take part in outings and a risk assessment must be carried out.
- Providers must have, and implement a policy, and procedures, to promote equality of opportunity, including support for children with special educational needs or disabilities.
- Providers must make the following information available to parents/carers: how the EYFS is being delivered in the setting and how they can access more information; the range and type of activities and experiences provided for children, the daily routines of the setting, how they can share learning at home; how the setting supports children with special educational needs/disabilities, food and drinks provided for the children, details of policies and procedures, staff in the setting, and a telephone number to contact in an emergency.
- Providers must put in place a written procedure for dealing with complaints from parents/carers and must keep a written record of formal complaints.

## **Uniform**

At Churchill Gardens, pupils wear the agreed school uniform to promote a sense of belonging and identity. Uniform must be in a clean state and in good repair. All clothing and bags should be marked clearly with the child's name. With the exception of socks/tights, outdoor footwear and trainers for P.E., all school uniform, including rucksacks, should be purchased via the School Office or [www.whitehalldirect.co.uk](http://www.whitehalldirect.co.uk).

Make up and nail varnish is not permitted at school.

Pupils may wear a single pair of stud earrings. They must be able to remove the earrings themselves for P.E. lessons. We recommend pupils keep a small box in their P.E. bags for keeping loose earrings safe. The school does not take responsibility for missing items of jewellery. Pupils may wear a watch. No other jewellery is allowed.

Churchill Gardens expects pupils to have reasonable hairstyles and colours. Long hair should be tied back for health and safety reasons and to try and reduce incidences of head lice. Hair bands and ties must be light blue, black or navy. Pupils should not have patterns cut/shaved into their hair.

## **Early Years lunches**

Children are permitted to either eat a school lunch or a packed lunch. This will be eaten in the school hall. Packed lunches must be nut free. Additionally, packed lunches must reflect a healthy balanced diet. Chocolate is not permitted.

## **Support for parents**

Regular 'open classes' and parent workshops will be held to inform parents and carers as to how children are being taught at school and how they can best be supported at home. These will be publicised in the school newsletter. Updates on curriculum content will also feature in the school newsletter. Parent progress meetings will be held three times per year. Parents receive a minimum of one report.

## **Homework**

Nursery and Reception children will receive two reading books weekly. It is the expectation that as a minimum parents read with their children for ten minutes every day.



Reception children are expected to complete written homework once a week. This will consist of a mathematics activity, an oral activity and a written activity.

Policies to be read in conjunction with this policy:

- Behaviour Policy
- First Aid Policy
- SEN Policy
- Communication with Parents Policy
- Health and Safety Policy
- Child Protection Policy
- Attendance Policy
- Home-School Agreement