



THE HALL SCHOOL

Early Years Foundation Stage Policy

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This policy is available on the School website and can be made available in large print or other accessible format if required.

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 during this time 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 foundation stage 2017

Principles

The EYFS is based upon four principles:

- **A unique child.** We recognise that every boy is a competent learner who can be resilient, capable, confident and self-assured. We recognise that our boys develop in individual ways and at varying rates. Boy’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement appropriately as well as celebration and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships.** We recognise that boys learn to be strong and independent through secure relationships and aim to develop caring, respectful and professional relationships with the boys and their families.
- **Enabling environments.** We recognise that the environment plays a key role in supporting, extending and celebrating the boy’s learning. Classrooms and our outdoor area, are designed to be stimulating and exciting and enhance the boy’s sense of awe and wonder. There are areas where the boys can be active, quiet and restful.
- **Learning and development.** Early Years areas are organised to allow boys to explore and learn securely and safely. Through observations we assess the boy’s interests, stages of development and learning needs before planning challenging and appropriate activities and experiences to extend their learning.

At The Hall Junior School we believe that children learn in a variety of ways; through their senses, through investigation, experimentation, listening, watching, social interaction, questioning and exploring. A safe, secure environment is provided for the boys in which to interact and explore rich and diverse learning and developmental opportunities. During their time in the Reception classes, all boys are given the opportunity to gain independence, constructive feedback and a positive self-image. They develop skills and understanding of the world around them through a range of planned activities both in and out of the classroom, broadening what they know and deepening their understanding.

In Reception the **Key Person** allocated to each child will be the class teacher, who ensures the child’s care is tailored to meet their individual needs. The class teacher will be responsible for communication with parents. Every member of the Early Years team is aware of the need for confidentiality and privacy of information.

Foundation Stage Curriculum

In Reception our policy on teaching and learning defines the features of teaching and learning throughout the whole school. Each class teacher will be the Key Person for every child in their class. There is a classroom assistant in each class who will help the teacher observe and assess the children on a regular basis. The responsibility of planning and sharing information with parents will be with the Class Teacher. Teachers will make judgements based on their observations of the child in all seven areas of learning. The children's progress is assessed against the Early Learning Goals. This is recorded in a variety of ways including observations and ongoing progress trackers. The information is shared with parents through our online learning journal system, Tapestry. Parents are also contribute to these records with their own observations of the child outside of school. While it is expected that most children will achieve these goals by the end of Reception, boys at The Hall often achieve many of the goals before this and are able to begin working at levels more equivalent to the Key Stage 1 curriculum.

There are seven areas of learning and development that must shape educational programmes in early years' settings. All areas of learning and development are important and inter-connected. The three prime 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, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Support is also provided for children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, fine and gross motor skill and movement. Children must also be helped to understand the importance of physical activity, to make healthy choices in relation to food and to manage their basic needs independently.

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; to have confidence in their own abilities and be reflective learners.

Literacy development involves encouraging children to link sounds and letters, mark-make at every opportunity and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction

problems; and to describe shapes, spaces and measures. Beginning with concrete objects then moving towards pictorial representations with an end goal for children to understand mathematical concepts in the abstract.

Understanding the world involves guiding children to make sense of the physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The above areas are underpinned by **The Characteristics of Learning –**

Playing and exploring – showing curiosity and seeking challenge

Active Learning – concentration and determination

Creating and thinking critically – ideas and decision making

These involve assessing how the children are learning in order to provide quality experiences for the children, guiding them to be reflective, independent learners.

We endeavour to provide the boys with a balance of indoor and outdoor activities, and plan and resource these activities accordingly, so that they can develop and progress in all 7 areas of learning. We have free flowing access a specifically designed EYFS section of the Junior School playground. The boys also undertake lessons with specialist teachers in Games, Music, ICT and French. During these sessions boys are also working towards the Reception goals and, where appropriate, beyond them.

The boys will experience tasks independently, in groups or as part of a whole class. The activities will be mixture of formal tasks, practical work and play.

The Reception classes have a topic for each term; 'From A to B,' 'Our Planet, Our World' and 'Wild. These topics are the framework for the boys learning in most areas. Both classes will study the same topics at the same stage in the year.

All planning in Reception is based initially on the EYFS Early Learning Goals and where appropriate on the Key Stage One curriculum, this is particularly true with phonics and reading. **(Refer to Whole School Curriculum, Teaching and Learning Policy)**

Opting out of the learning and development statutory requirements

The Hall Junior School has chosen to opt out of the learning and development requirements for the Early Years Foundation Stage. This allows us greater freedom to tailor our curriculum to meet the needs and abilities of our boys, and to deliver this in the manner and style we deem most suitable and effective for them. We believe that child initiated play and opportunities are essential for a child's development and encourage a life-long love of learning. We also see the value of adult led tasks where the child is encouraged and supported to experience and acquire new learning or practise their skills. This approach enables us to ensure appropriate challenge for our pupils but also allows us to engage in an effective partnership with our parents, fulfilling their expectations and our aims whilst preparing the children for their journey through KS1 and into KS2. We continue to use the main structure and elements of the Early Years Foundation Stage curriculum and to meet the statutory requirements of safeguarding and welfare.

Supervision of Boys in the EYFS

Boys are not left unsupervised at any time. Staffing arrangements in our Reception classes meet the needs of all the children and ensure their safety. We are compliant with the statutory requirements for staff:child ratios which state that for children aged three or over:

In Reception classes, where the majority of pupils are five or over within the school year, the staffing ratio is 1:30 provided that a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children. Such a person may be an overseas qualified teacher or an 'instructor' (someone with the necessary qualifications or experience or both, where the governors/proprietor are satisfied with the qualifications or experience). In such Reception classes, there is no requirement, as previously proposed, for at least one other member of staff to hold a full and relevant level 3 qualification.

At the beginning and end of the school day the boys are collected from their classroom in 2 Buckland Crescent where an individual handover takes place.

At lunch times Reception children eat in the main hall where they are supervised by qualified members of staff. All members of staff have completed training on food hygiene and safety.

Our after school care provision is open to Reception children and operates on a 1:8 ratio due to the presence of Early Years children and the qualifications of the staff leading the care.

Planning, Observation, Assessment and Reporting.

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and next steps are informed by observations we have made of the boys, in order to understand and consider their current interests, development and learning needs. All staff working in the early years are involved in this process. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Within the first 7 weeks of the Autumn Term, the BASE Baseline Assessment is used, to give an understanding of each child's level of development, and as an aid to planning. (The data is used alongside Teacher led assessments).

Much of the assessment will be based on observations made while boys are completing a variety of activities. Other evidence will include photographs and work that the boys have produced. These are collated in the boys' workbooks and in their 'Learning Journeys' on Tapestry. Members of staff annotate these with comments, and dates, and use them to inform their planning. Longer observations of the boys at work and play are also recorded here. Parents will have access to their child's Learning Journal on Tapestry from the beginning of the year. They will have an opportunity to contribute to these Learning Journeys throughout the school year

In the Autumn and Spring Terms, parents are invited into school to discuss their child's progress with his class teacher. At this meeting class teachers must comment on achievement and progress in each of the 7 areas of learning. These comments are recorded in the child's blue files for future reference. The Learning Journey will be discussed with the parents during these meetings. At the end of the Summer Term comprehensive written reports are sent to parents, commenting on the child's progress against the Early Learning Goals and Assessment Scales. Parents are then offered

the opportunity to come and discuss these reports with their class teacher. **(Refer to Whole School Assessment Policy)**

Health and Paediatric first Aid

Parents are provided with the relevant medical forms during the admissions process, this ensures relevant medical information is shared in order to promote the good health of pupils at The Hall. Please refer to the **First Aid Policy** and **Administration of Medicines Policy** detail for further information. Detailed within these policies is the procedure for responding to children who are ill or infectious

All accidents and first aid treatment are recorded and communicated to parents as soon as possible or appropriate. We also have a school nurse who is available throughout the school day. First Aid boxes are available in every EYFS classroom, and a First Aid box and any specific medication is carried whenever boys leave the premises for a school trip.

All members of the EYFS team are Paediatric first aid trained. Records are kept in the HR department and training is carried out every 3 years.

Safeguarding

Please see the whole school policy on **Safeguarding and Child Protection**. The Designated Safeguarding Lead responsible for safeguarding children within the Reception is Janine O'Higgins, Head of Reception and in her absence Katie Bonham-Carter, Deputy Head and Designated Safeguarding Lead.

Regular training from specialist external providers and annual Safeguarding updates are completed so that the staff understand the safeguarding and child protection policy and procedures to ensure an up to date knowledge of safeguarding issues. This training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities.
- the inappropriate sharing of images.

Our recruitment process ensures that all staff recruited in the early years have been subject to the relevant checks, including a prohibition from teaching check. Any delay to the DBS being obtained would warrant constant supervision from another member of staff when they are in contact with the children, and successful completion of other checks including the barred list.

Inclusion and Equal Opportunities

Boys with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This provision is coordinated by our Learning Support team. This includes providing all boys with the opportunity to be appropriately supported and challenged.

We have a clear approach for identifying Special Educational Needs and there is ongoing monitoring of progress throughout the early years. Where a boy appears to be below expected developmental levels, the teacher works with the Learning Support team to gather information and seek early help if appropriate. Decisions to involve specialists are taken in discussion with parents and parents are informed if their children are to receive learning support. Any boy on learning support will be on an intervention programme where clear targets are set, agreed and reviewed and tracked. The school's Head of Learning Support manages these plans and is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary, in close liaison with the child's class teacher (Key Worker). **(Refer to Whole School Learning Support Policy)**

In line with our Equal Opportunities Policy, we will endeavour to provide all boys, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities or ability with equal access to all aspects of school life to ensure that every boy is valued as an individual. All staff members are role models and are aware of the influence they have in promoting positive attitudes and using that influence to challenge stereotypical attitudes. **(Refer to Whole School Policy on Admissions and Procedures and Equal Opportunities Policy)**

Risk Assessments

Risk assessments are routinely carried out and utilised to minimise a range of risks relating to daily life in the classroom or the school grounds, special activities, trips and clubs. These are kept, either on the classroom wall, centrally in the school office, and visibly in specific areas. They are updated and reviewed at suitable intervals. Risk assessments identify risks that need to be checked on a regular basis, when and by whom, and how the risk will be removed or diminished. Risk assessments for outings must be conducted, though not necessarily in writing. These should take account of adult to child ratios and the steps taken to remove, minimise and manage identified risks and hazards. **(Refer to Whole School Risk Assessment Policy)**

Outdoor Provision

Boys in the Reception have daily free flow access to their designated 'garden' area in the Junior School playground. In addition to this, Reception have two fifteen minute playground sessions in the main playground, mid-morning and mid-afternoon, and one thirty minute playtime session at midday. We ensure that there are, at all times two adults supervising the boys in the playground, including at least one Paediatric First Aider. This ensures we are compliant with given ratios.

Mobile phones and cameras in the setting

We adhere to the guidance provided in the 'Tool Kit for mobile phones and cameras in the Early Years'. Members of staff keep their phones out of sight and stored away when the children are present. Personal cameras are not permitted in the setting and school camera equipment is used for the taking of any photographs. Visitors to the school are not permitted to use mobile phones at all in the school building and are advised of this when signing in to the school. On school trips

staff are not permitted to use personal mobile phones at all in the presence of the children, but can use the school mobile phones.

Food Hygiene

All Early Years Staff have completed training in food hygiene. This helps ensure that staff have a basic understanding of food hygiene principles when preparing or handling food. Fresh drinking water is available for pupils at all times.

Staff Supervision

All Early Years staff members are given thorough induction programmes that allow them to understand fully their roles and responsibilities, this induction also includes Safeguarding and Child Protection, emergency and evacuation procedures and health and safety. Staff are also provided with opportunities to attend training and relevant professional development. This is further ensured through our Supervision structure which seeks to support staff to undertake appropriate training and professional development to ensure that they can continually improve the quality learning and development experiences they offer for children. The concept of 'supervision' is a way for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. **(Refer to Staff Supervision Policy)**

Staff Induction

All new members of staff receive a full induction that includes:

- Help in understanding roles and responsibilities, including supervision duties
- Information about emergency evacuation procedures
- Procedures, responsibilities and expectations for safeguarding and child protection
- Information on school and foundation policies, including the equality policy
- Health and Safety information, procedures and issues
- Curriculum familiarisation

Alongside this members of staff are provided with a mentor who will support them throughout their first year.

Staff medication

Staff medication is always safely stowed away out of the reach of children and staff are aware that they must declare whether they are taking any medication which might affect their ability to work with children.

Information for Parents

We provide parents with the following information: (Either through corridor displays, the Firefly Portal or from the main office).

- ❖ The type of activities provided for the boys.
- ❖ The daily routines.
- ❖ The staffing including key workers.
- ❖ Food and drinks that are provided.
- ❖ Policies and procedures – admissions, equal opportunities, behaviour management, safeguarding, SENDA and Accessibility.
- ❖ Complaints procedure.
- ❖ Procedure on non-collection of a boy at the appropriate time.
- ❖ Missing Child Policy.
- ❖ Weekly ‘We are Learning to...’
- ❖ Details for contacting ISI and OFSTED (**Appendix 1**)

We ensure we have the following information from parents:

- ❖ Emergency contact details.
- ❖ Special dietary requirements.
- ❖ Special health requirements.
- ❖ Information about who has legal contact with a boy, and who has parental responsibility.
- ❖ Written permission to seek any necessary emergency medical advice or treatment.
- ❖ Written permission to observe and take photos of boys.

This information is recorded on ISAMS or in boys’ individual blue files.

Parents are given free access to developmental records about their child. However, a written request should be made for personal files on boys.

A Parent Information folder is available in the Reception building, along with a Parent’s notice board.

Records

Each teacher in the Early Years has access to records which contain the following information: the names of the children in their class, their hours of attendance, their key person and emergency contact details.

We maintain confidentiality in keeping these records with access being available only to those who may need them. Staff are aware of this and of the right that all parents and carers have to these records, unless relevant exemptions apply under the data protection act. The retention period for records relating to individual children is three years.

Complaints Procedure

In Reception we endeavour, through daily contact with parents, to sort out any problems quickly and sensitively, before there is a need for complaint. However, we do take any complaint very seriously, and parents are provided with a copy of the Whole School Complaints Procedure. There is also a copy of this in the Reception Entrance Hall.

(Refer to Whole School Complaints Policy)

APPENDIX 1

Contacting ISI

If you are unhappy with the school's initial response to your complaint ISI can be contacted by writing to: ISI, CAP House, 9-12 Long Lane, London EC1A 9HA or to concerns@isi.net. The DFE can also be contacted on 0370 0002288

Contacting OFSTED

The new Ofsted – the Office for Standards in Education, Children's Services and Skills – came into being on 1 April 2007. It brings together the wide experience of four formerly separate inspectorates. It will inspect and regulate care for children and young people, and inspect education and training for learners of all ages.

To call OFSTED

- 08456 404045 about education or adult skills
- 08456 014772 if you want to make a complaint or have a concern about any service Ofsted inspects or regulates (08.00 to 18.00)
- 08456 404040 about children's services or any other aspect of our work

To contact OFSTED by email

- enquiries@ofsted.gov.uk