



Riverside Primary School EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Please read this policy alongside the RMET Early Years Policy

Introduction

At Riverside we have a Foundation Stage unit which has Foundation Stage 1 (Nursery) and Foundation Stage 2 (Reception) children. We have a contained unit for our Foundation Stage children. We have two Reception classes who share an outdoor space, indoor space but have their own classrooms. Our Nursery class have their own room and outside space. We take children into our Nursery once they turn three. Please see our school admissions policy for more information.

Early childhood is the foundation on which children build the rest of their lives. At Riverside Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

The EYFS curriculum is for children from birth to five years of age. All children begin school or nursery with a wide variety of experiences and learning and it is the privilege of the adults working in the Foundation Stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians and the Foundation Stage team work effectively together to support the learning and development of the children in their care.

Aims

At Riverside Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress by looking carefully at their next steps.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs.

The Foundation Stage Curriculum

We aim to provide a broad, balanced and differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral, cultural development within a safe, secure, stimulating environment.

The Early Years Curriculum is broken down into these areas of learning and we use the 2020 Development Matters to support our curriculum:

- **Communication and Language** – Listening, Attention and Understanding, Speaking
- **Physical Development** – Fine Motor Skills and Gross Motor Skills
- **Personal, Social and Emotional Development** – Self-Regulation, Managing Self and Building Relationships
- **Literacy** – Comprehension, Word Reading and Writing

- **Mathematics** – Number and Number Patterns
- **Understanding the World** – Past and Present, People, Culture and Communities and The Natural World
- **Expressive Arts and Design** – Creating with Materials and Being Imaginative and Expressive

Through creating an enabling environment both inside and out and planning engaging activities we make sure each of these areas are covered and meet the needs of all the children.

Achievement in these areas of learning is supported by monitoring how the children learn. These are the Characteristics of Effective Teaching and Learning:

- Playing and Exploring.
- Active Learning.
- Creating and Thinking Critically.

Our Foundation Stage unit allows children to display these characteristics and are supported in our enabling environment where we build positive relationships with the children.

Observation, Assessment and Planning

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. We look carefully at the children’s next steps and link these into our planning. We consider their current interests, development stages and learning needs of the children. All staff who work in our Foundation Stage unit are involved in this process. Our plans can change on a daily basis in response to the needs and interests of the children. At Riverside Primary School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities depending on children’s individual needs. When the children are involved in child-initiated learning the adult supports them to scaffold their learning and move it on in a productive way.

Assessment in the EYFS can include recorded observations, discussions with adults and photos. This involves the teacher and other adults in the setting as appropriate. We use the ‘Tapestry’ i-pad app to record our observations into an online Learning Journey. Children have regular access to their Learning Journeys in class which track their journey throughout the year.

At regular intervals throughout the year we assess the children’s learning and track their progress and attainment against the Development Matters. This includes an On Entry assessment and assessment against the Early Learning Goals at the end of the EYFS. From the academic year 2020-2021 we are adopting the new Early Learning Goals to assess against.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our school safeguarding policy.

Home and School Links

We recognise that parents and carers are a child’s first and most enduring educators and we aim for the schools and parents and carers to work closely together. To support this working relationship we:

- Outline the school’s expectations in a home/school agreement.
- Hold parent consultations before a child starts in our Foundation Stage unit and then at points throughout the year.
- Operate an “open door” policy that will allow parents and carers to discuss concerns and developments in an informal manner. If Foundation Stage staff have concerns about the progress of a child we will immediately approach parents and carers to discuss them.
- Conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- Update the class page on Class Dojo regularly and put information on school website class pages regularly to keep parents informed.
- Hold regular coffee mornings where parents and carers can look at their child’s Learning Journey.

- Encourage parents to share 'WOW' moments with us where we can celebrate special news from home and have a 'WOW' Book for each child to take home to support learning in school.

Monitoring

There is regular monitoring of the EYFS. This is carried out by either the Headteacher, EYFS lead, SLT or Governors.

Monitoring with other schools also takes place to moderate our judgements and ensure they are accurate and consistent. Weekly Foundation Stage team meetings are held which involve all staff working in the Foundation Stage where we share good practice and latest information.

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet, changing a nappy and changing underwear following an accident.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Ongoing intimate care, for example nappy changing, is given with written permission by the parent or guardian of the child when they join the Foundation unit. On occasion, children will need intimate care, for example following a toileting accident. When this is the case parents are informed on the day that this care has taken place.

All staff follow the schools safe guarding policy and any concerns are raised with a DSL.

When a child needs intimate care there are always two members of staff present. Staff wear protective gloves and make parents aware if this has taken place.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. The school's Inclusion Manager supports with providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

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