



“We live, love and learn His way”

Holy Family R.C. Primary School, Limeside, Oldham

Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and support in order to reach their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school children join us part time, at the beginning of the school year in which they are three in our Nursery. They progress to full time education at the start school year in which they are five.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Holy Family School we recognise that every child is a 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 and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning. We account for different learning styles of children in our teaching, interactions and provisions.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Holy Family School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. (See our Equality Policy).

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's 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.

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 increase their independence by self risk- assessing. We aim to protect the physical and psychological well being of all children.

Welfare

"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 Holy Family 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, updated December 2015. We understand that we are required to:

- promote the welfare 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, that current checking procedures have been followed.
- 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.

Procedure for responding to illness

Should a child fall ill during the day at Holy Family the following procedure will be followed:

1. Child feels unwell
2. Teacher will monitor, ruling out common reasons
3. Teacher will decide if call home required
4. Office asked to make call to parents
5. Child made comfortable in the office/classroom until parent arrives

If a child has Sickness and Diarrhoea

Office asked to call home and advise parents of 48 hours ruling.

Child made comfortable in office /class room

1. If no contact with parent - emergency contacts will be tried
2. Still no contact - child made comfortable and monitored
3. First Aider consulted
4. If emergency ambulance required, a staff member will accompany child acting as loco parentis until Parent contacted
5. Senior Staff informed

Administering Medicines

At Holy Family we follow the whole school Medicines Policy to ensure that:

- Medication is kept safe in school
- Children who need to take medication whilst they are in school have their needs met in a safe and sensitive manner
- There are safe provisions for the supervision and administration of medication in school time.

Parents failing to collect a child from school

In the event that a child is not collected by an authorised adult at the end of the day, we will put into practice agreed procedures. These ensure that the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible.

Procedure is as follows:

- Parents of children starting at Holy Family are asked to provide home address, home telephone numbers, place of work and work number, a mobile number, at least two other alternative numbers that may be contacted if the primary carer cannot be contacted, names/numbers/relationships of other adults with authorisation to collect children and information about any person who does not have authority to collect a child.
- If a child is not collected at the end of the day by an authorised adult, the child's file will be checked for contact numbers.
- Parents / carers will be contacted at home or work.
- If this is unsuccessful, the adults who are authorised to collect the child will be contacted.
- All reasonable attempts will be made to contact the parents or nominated carers.
- The child will not be allowed to leave the premises with anyone other than those named in their file as having authorisation.
- If no-one collects the child after an hour and there is nobody who can be contacted to collect the child, we apply the procedures for uncollected children.
- This involves the Headteacher or a member of the Senior Leadership Team informing the police and social care of concerns and potential issue.
- The police will liaise with the school and social care to inform them of the next steps.
- A member of staff will stay with the child at all times to ensure that they are caused as little distress as possible.

Positive Relationships

At Holy Family School we recognise that children learn to be 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 education children.

We do this through:

- Welcoming and valuing all our parents
- 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 in the term before they commence school.
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our Nursery /Reception class either before the start of the school day, end of the school day or by appointment.
- Open evenings for both Nursery and reception whereby a parent has free access to their child's learning journey and in Reception, a more formal parental meeting where progress is discussed in line with Early Years Outcomes and the Early Learning Goals.
- Parents receive a report on their child's attainment and progress at the end of each school year;
- Ensuring staff are aware on a need to know basis of any safeguarding concerns.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Class assemblies, Sports Day etc.
- Parents receive updates through 2Simple of activities engaged in and celebrated by their children thus allowing them to offer any feedback or additional information.

All staff involved with the EYFS aim to develop good relationships with all children and their parents, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistant. Children have a named key worker which parents are informed of at the beginning of the school year but it is mainly the class teacher who is key person and makes themselves available on the door at the beginning and end of a school day.

We have good links with 'Feeder Preschools'. Where children continue to attend preschool provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children's achievements.

Enabling Environments

At Holy Family School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. We aim to set the environment up to encourage and support language development and social interaction.

Observation, Assessment and Planning

The Planning within the EYFS follows early Years Outcomes. This will be indicated on weekly planning. We plan in topics or themes taking the objectives from Early years Outcomes - differentiating from this and planning to gaps and identified needs informed by our own assessment and the summative assessment of 2 Simple 2 Build a Profile.

Assessment in the EYFS takes the form of observation, during direct teaching, focussed activity and in continuous provision which encourages child initiated activities. This involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Journey' and booklets.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. We offer parents the opportunity discuss these judgements with the EYFS teacher.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The Nursery classroom is set up in learning areas, where children are able to find and locate equipment and resources independently, whereas in Reception some areas are set up and other resources are clearly labeled for easy access to encourage independent learning. The EYFS class has an enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Learning and Development

At Holy Family School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have, of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- To provide first-hand experiences - trips, visitors to school etc.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;

- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations and interactions, which are shared with parents;
- The good relationships between our school and the settings that our children experience prior to joining our school;

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely. We strive to provide a range of resources so as not to be prescriptive and encourage individuality, preference and choice.

Areas of Learning

Three 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 are the **prime areas**:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The **specific areas** are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Holy Family and grow in confidence and ability within the three prime areas

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

All of these areas are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. All the seven areas of learning and development are important and inter-connected.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

There is soon to be an appointed named *Governor* responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Safeguarding Policy and Procedures

At Holy Family School our Early Years Provision follow the whole school Safeguarding Policy and procedures. (See Safeguarding Policy Jan 18).

These include:

- Believing that the protection of our children is an integral part of the ethos of the school
- Safeguarding pupils' wellbeing
- Providing a safe environment in which our pupils can learn.
- Following procedures as laid down by the Oldham Local Safeguarding Board (OLSCB)
- Being aware of the Designated Safeguarding Leads (Mrs Booth, Mrs Johnson and Mrs Grimshaw) and sharing concerns with them to ensure the safety of the children in our care.
- Monitoring vulnerable children

- Having a general awareness of possible indicators of abuse
- Being professional and keeping sensitive information confidential.

Emergency Evacuation Procedure

Emergency and evacuation situations at Holy Family can arise in a number of circumstances and for a variety of reasons. In the event of an emergency or evacuation situation, the safety and wellbeing of all staff, children and visitors are paramount to us. Holy Family is committed to identifying risks and hazards of emergency and evacuation situations, and planning for their reduction or minimisation. In order to do this, Holy Family will:

- Conduct ongoing risk assessments and reviews of all potential emergency and evacuation situations.
- Develop specific procedures around each potential emergency situation and ensure full awareness by all staff through the provision of professional development.
- Ensure regular rehearsal and evaluation of emergency evacuation procedures (planned and spontaneous) including Fire alarms and Lock Down alarms.

Checking the identity of visitors

At Holy Family we happily welcome visitors to our Early Years and Foundation Stage provision. However, the protection of our children and staff around visitors is paramount to us. To avoid any unnecessary disruption, we would always ensure that visitors are booked in advance with a member of staff. Visitors will be asked to adhere to the following rules when visiting our Early Years and Foundation Stage Provision.

- Visitors to our setting must be signed in and recorded at Reception at the front of the school.
- Professionals and regular visitors must have submitted their DBS number / certificate and have the date validity checked.
- Visitors must be accompanied by a member of staff while in the premises at all times.
- Staff and pupils are reminded not to allow entry to any person, whether they know the person or not.
- Holy Family will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents.

Missing Children

Children are never allowed to leave the premises during schooltime without the Headteacher's permission. It is very unlikely but it is possible a child may leave the premises without the knowledge or permission of the Headteacher. In order to ensure that every possible action is taken to ensure the quick and safe return of a child to school, the Early Years and Foundation Stage follow the whole school Missing Child Policy. This includes:

- If a child cannot be found by the teacher, the Headteacher must be notified immediately and told where the child was seen last. Time is of the essence and prompt action must be taken by all.
- The remaining children will be left safe in the care of suitable staff, and all available staff will conduct a thorough search of the child's classroom, storage areas, toilets, the school building and the school grounds

- If the child is not found within a short period of time, the police must be called by the Headteacher or staff member
- If a child goes missing during an outing or school visit, the teacher in charge must ensure that the remaining children are safely care for by other adults. An urgent but thorough search should be made of the immediate vicinity and if the child is not found the police must be called and the Headteacher notified.
- As soon as possible, the parents must be notified that their child is missing.
- Members of staff, who are not supervising children, will be sent to search the area in the immediate vicinity of the school.
- The LA will be notified by the Headteacher that a child is missing
- Is a member of staff finds the child, the Headteacher must be told at once. Parents, police and other authorities will be notified.
- The Headteacher will investigate how the incident occurred and will take appropriate action to ensure that similar events do not happen again.

Dealing with concerns and complaints

Holy Family aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible, in line with our whole school Complaints Procedure policy. We aim to resolve any complaints through dialogue and mutual understanding, putting the interest of the child above all else. We adhere to the following stages:

1. Complaint is heard by a staff member, usually the class teacher
2. Complaint is heard by the Headteacher
3. The complaint is heard by the Governing Body complaint appeal panel
4. If the complaint is not resolved, the Local Authority Complaint and Representations Officer can offer further advice and support.

Agreed: January 2018

To be reviewed: January 2019