



**The Park Federation Academy Trust
James Elliman Academy**

**Early Years Foundation Stage Policy
2017-2018**

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
Date of approval	September 2017
Date of review	September 2018

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Section 1: Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At James Elliman Academy, children will begin the Foundation Stage in Nursery at the age of 3 years. They will then continue their education by joining Reception the September following their 4th Birthday.

The EYFS abides by the Statutory Framework for the Early Years Foundation Stage, effective April 2017.

In abiding by the framework, we will;

- 1) ensure that children learn and develop well and are kept healthy and safe.
- 2) promote teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency so that every child makes good progress and no child gets left behind.
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- partnership working between practitioners and with parents and/or carers.
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

We will also;

- shape activities and experiences for children according to the areas of learning and development.
- support children to work towards the early learning goals (knowledge, skills and understanding that a child should have at the end of the EY).
- Assess, measure progress and report to parents and/or carers.
- Ensure that safeguarding and welfare requirements are followed to keep children safe and promote their welfare.

Overarching principles

Four guiding principles shape practice in the EY. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- children learn to be strong and independent through **positive relationships**.
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- children **develop and learn** in different ways and at different rates.

Section 2: Learning and Development Requirements

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 children will have talents in a variety of areas. We recognise that every child is a competent learner who can be resilient, capable, confident, and self-assured. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise, encouragement, and rewards, to encourage children to develop a positive attitude to learning.

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes.
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

Areas of Learning and Development

There are seven areas of learning and development that shape a child's education in the early years. These areas of learning and development are important and inter-connected.

Three areas are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These 3 prime areas are:

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

There are 4 specific areas through which the 3 prime areas are strengthened and applied. These specific areas are:

- literacy.
- Mathematics.
- understanding the world.
- expressive arts and design.

Progress through the Areas of Development

Early Years staff will consider the individual needs, interests, and stage of development of each child in their care, and will use this information to plan challenging and enjoyable experiences for each child in all areas of learning and development.

Nursery staff 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 children progress through the Nursery and Reception years, and grow in confidence and ability within the three prime areas.

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. Staff will consider whether a child may have a special educational need or disability which requires specialist support, and will liaise with the SENCo. 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. Appropriate steps are taken in accordance with the academy's Inclusion policy for SEND. We work closely with outside agencies to provide children with tailored and targeted support.

EAL

For children whose home language is not English, we will take steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We will also ensure that children have sufficient opportunities to learn and reach a good standard in English language.

When assessing communication, language, and literacy skills, we must assess children's skills in English. If a child does not have a strong grasp of English language, we will explore the child's skills in the home language with parents and/or carers, to establish whether there is a cause for concern regarding language delay.

Provision

Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Play is essential for 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. Such activities will be balanced throughout the nursery and reception years.

Staff will 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 in Key Stage 1.

Characteristics of Effective Learning

In planning and guiding children's activities, staff will reflect on the different ways that children learn and reflect these in their practice. The 3 characteristics of effective teaching and learning 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.

The Learning Environment

The EYFS environment 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 classroom is set up in learning areas, where children can find and locate equipment and resources independently. The EYFS classes have their own 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 opportunities to explore, use their senses and be physically active and exuberant. We plan activities and experiences for outdoors which mirrors and enhances learning taking place indoors to help the children to develop in all areas of learning.

Key Person

Each child must be assigned a key person. Parents and/or carers will be informed of the name of the key person, with the role being explained, when a child starts attending our EY. The key person will ensure that every child's learning and care is tailored to meet their individual needs. They will engage and support parents and/or carers in guiding their child's development at home, and will help families engage with more specialist support if appropriate.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value

the contribution they make. In addition, we recognise the vital role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our academy;
- at James Elliman Academy, all parents will be offered a home visit prior to their starting nursery;
- inviting all parents to an induction meeting during the term before their child starts in Reception and a chance to tour the Nursery with their child;
- offering parents regular opportunities to talk about their child's progress
- throughout the Foundation Stage;
- encouraging parents to talk to a member of staff if there are any concerns. There is a formal meeting for parents each term at which the teacher/key worker and
- the parent discussing the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each academy year;
- engaging with parents, valuing their input, to gain a holistic picture of the child when completing initial baseline assessments and encourage them to
- contribute to Learning Journeys throughout the year;
- arranging a range of activities throughout the year that encourage collaboration between child, academy, and parents: Class assemblies, Sports Day, Fun Day and Open Day, etc.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Transition

From Nursery to Reception.

During the summer term prior to a child's entry into the Reception year parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express which will ensure a smooth transition is made. Time will be allocated for professional dialogue between Nursery and Reception staff for those children transferring into the Reception classes. Children spend a significant amount of time exploring the wider school environment, having a 'snack' in the canteen and visiting their new classrooms in preparation for the following year. Those children who join us from other settings may be visited by a member of the Reception Team in those settings where they will meet the child and have a discussion with their key person. All Children will be invited to attend a stay and play transition session before their entry into Reception.

From Reception to Key Stage One.

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.

Section 3: Assessment

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below.

The early learning goals	The prime areas	Communication and language	Listening and attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
			Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
			Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
		Physical development	Moving and handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
			Health and self-care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
		Personal, social, and emotional development	Self-confidence and self-awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
			Managing feelings and behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
			Making relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
		The specific areas	Literacy	Reading
	Writing			Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
	Mathematics		Numbers	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving, and sharing.
			Shape, space and measures	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
	Understanding the world		People and communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
			The world	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
			Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
	Expressive arts and design		Exploring and using media and materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
			Being imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing formative assessment is an integral part of the learning and development process. It involves staff observing children to understand their level of achievement, interests, and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, staff will respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Parents and/or carers will also be kept up-to-date with their child's progress and development via parents evening meetings and informal meetings.

Assessment at the end of the EYFS: The Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, an EYFS Profile will be completed for all children. The Profile provides parents and carers, practitioners 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 EYFSP will reflect: ongoing 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 will be assessed against the early learning goals. Staff will indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

The EYFSP will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate.

Information to be provided to the Local Authority

We will report EYFS Profile results to Slough LA, upon request. Local authorities are under a duty to return this data to the relevant Government department. We must permit the LA to enter their premises to observe the completion of the EYFS Profile, and permit them to examine and take copies of documents and other articles relating to the Profile and assessments. We will take part in all reasonable moderation activities specified by the LA and will provide them with such information relating to the EYFS Profile and assessment as they may reasonably request.

Section 4: Safeguarding and Welfare Requirements

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. Our safeguarding and welfare procedures are designed to create high quality environments which are welcoming, safe, and stimulating, and where children can enjoy learning and grow in confidence. Our Safeguarding and Child Protection Policies cover the whole school including the Early years.

DBS Checks

All staff in the EY have up-to-date DBS checks.

Staff Qualifications, Training, Support, and Skills

The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. JEA ensures that all staff are suitably qualified to undertake their role. They also receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. We also support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

All classes have a qualified EY teacher, with other staff holding at least a full and relevant level 3 qualification and at least half of all other staff holding at least a full and relevant level 2 qualification. The EY lead has at least two years' experience of working in an EY setting.

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the Statutory Framework for the Early Years Foundation Stage, effective April 2017.

All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, have either a full PFA or an emergency PFA certificate within three months of starting work.

All staff have sufficient understanding and use of English to ensure the well-being of children in their care.

Staff: Child Ratios

Staffing arrangements must meet the needs of all children and ensure their safety. We ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. Children must be within sight and hearing of known staff.

Only staff are included in ratios. Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios only if we are satisfied that they are competent and responsible.

Nursery

For children aged three and over, where 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:

- there must be at least one member of staff for every 13 children.
- at least one other member of staff must hold a full and relevant level 3 qualification.

For children aged three and over, when a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, or another suitable level 6 qualification is not working directly with the children:

- there must be at least one member of staff for every eight children.
- at least one member of staff must hold a full and relevant level 3 qualification.
- at least half of all other staff must hold a full and relevant level 2 qualification.

Reception

Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.

Health

Medicines

JEA promotes the good health of children attending the EY. If a child is unwell, we will follow our Supporting Pupils with Medical Conditions Policy. Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that medicine has been obtained from the child's parent and/or carer. Forms are available on request from the main office. We will keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

Food and drink

When we provide snacks and drinks, they will be healthy, balanced, and nutritious. Before a child is admitted to the setting we will obtain information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements. Fresh drinking water will be available and accessible at all times. Providers must record and act on information from parents and carers about a child's dietary needs.

Accident or injury

A first aid box accessible at all times with appropriate content for use with children. We will keep a written record of accidents or injuries and first aid treatment. We will also inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

Managing behaviour

Behaviour will be managed effectively according to the JEA Behaviour Management Policy.

Safety and Suitability of Premises, Environment, and Equipment

Safety

We will ensure that our premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. We comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

We take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency, and have a clear emergency evacuation procedure. We also have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order and tested regularly. Fire exits are clearly identifiable, and fire doors are free of obstruction and easily opened from the inside.

Premises

The premises and equipment must be organised in a way that meets the needs of children. Providers must meet the following indoor space requirements: Children aged three to five years: 2.3 m² per child. We provide access to an outdoor play area daily, where some outdoor activities are planned.

Adequate numbers of toilets and hand basins available for children to use.

There is an area where staff may talk to parents and/or carers confidentially.

We only release children into the care of individuals who have been notified to us by the parent, and never release children unsupervised.

Risk assessment

All staff ensure that all reasonable steps are taken to ensure children in their care are not exposed to risks. Appropriate risk assessments identify aspects of the environment that need to be checked on a regular basis, and how the risk will be removed or minimised.

Outings

Children must be kept safe while on outings. A detailed risk assessment will be undertaken and countersigned prior to the outing.

Information and Records

We maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, we will incorporate parents' and/or carers' comments into children's records.

Records are easily accessible and available. Confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional need to see them.

We understand the need to protect the privacy of the children in our care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA.

Information about the child

We record the following information for each child in our care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.

Information for parents and carers

We make the following information available to parents and/or carers:

- how the EYFS is being delivered in the setting, and how parents and/or carers can access more information.
- the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home.
- how the setting supports children with special educational needs and disabilities.
- food and drinks provided for children
- details of the provider's policies and procedures including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.

- staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency.

Complaints

All complaints must be made according to our Complaints Policy.

Section 5: Monitoring and Review

It is the responsibility of the EYFS staff to follow the principles stated in this policy. The Principal and Vice Principal for Early Years/Early Years Lead will carry out monitoring on the EYFS as part of whole school monitoring.